

University of Alberta Library



0 1620 3681707 8

Unit Three

Thematic

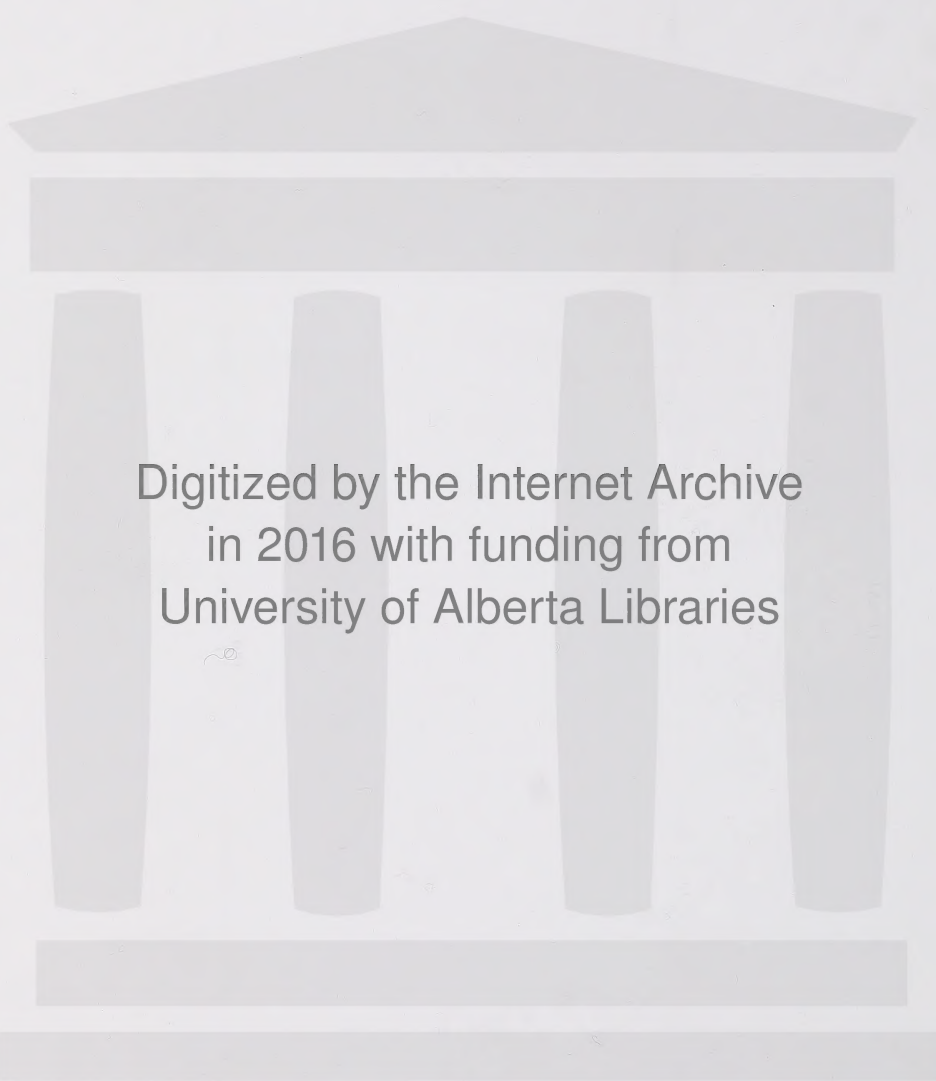
Module 3A:

Tales from Around the World



Learning
Technologies
Branch

Alberta
EDUCATION



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

<https://archive.org/details/gradethreethemat03albe>

Grade Three **Thematic**

Module 3A:

Tales from Around the World

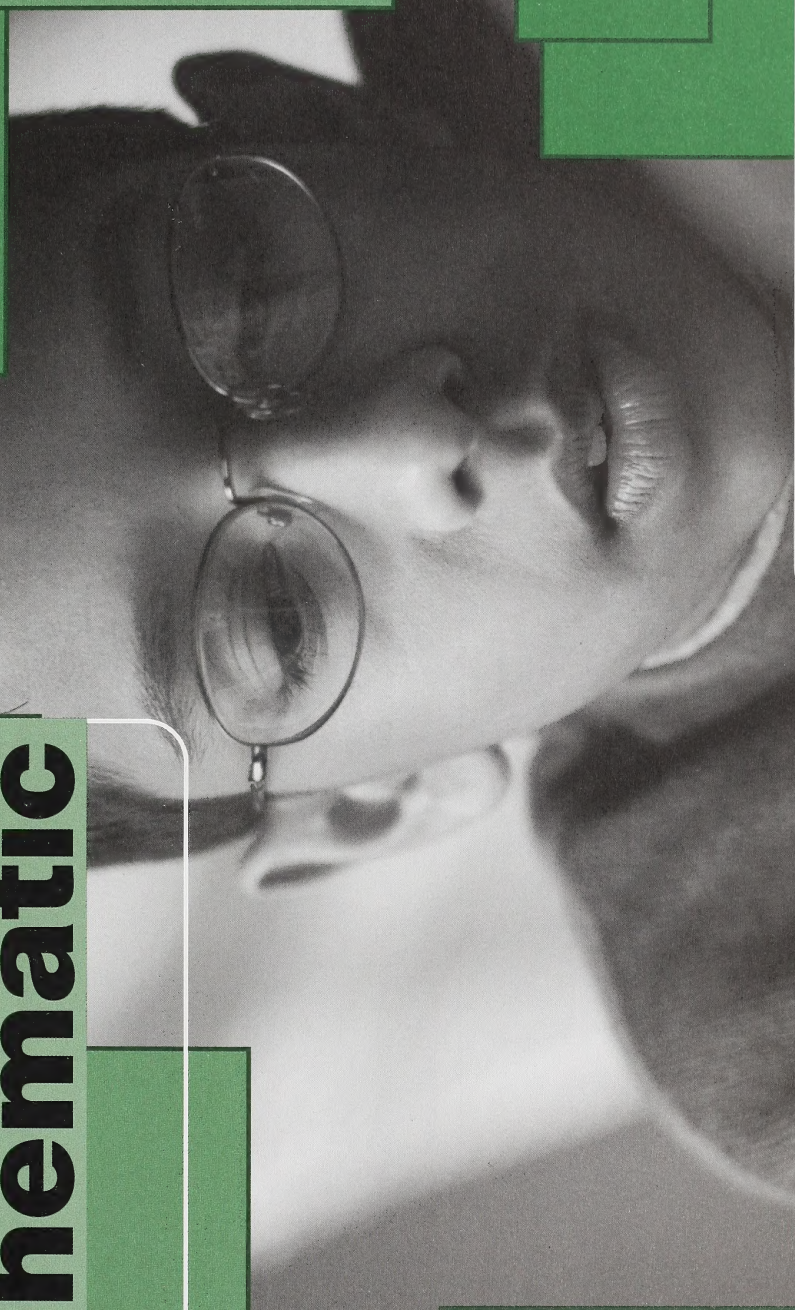


IMAGE CREDITS

All images in this courseware were created by or for Alberta Education unless noted below or in subsequent lesson Image Credits.

Cover: Photodisc/Getty Images; **Title page:** Photodisc/Getty Images; **Contents page:** Rob Van Peltten/Digital Vision/Getty Images; **Page 6:** Eyewire/Getty Images; **Page 172:** Rubberball Productions/Getty Images; **Appendix title page:** Photodisc/Getty Images; **Appendix:** Copyright © 2005 Map Resources

All other image credits in this resource constitute a continuation of this copyright page.

Grade Three Thematic
Module 3A: Tales from Around the World
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2690-6

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

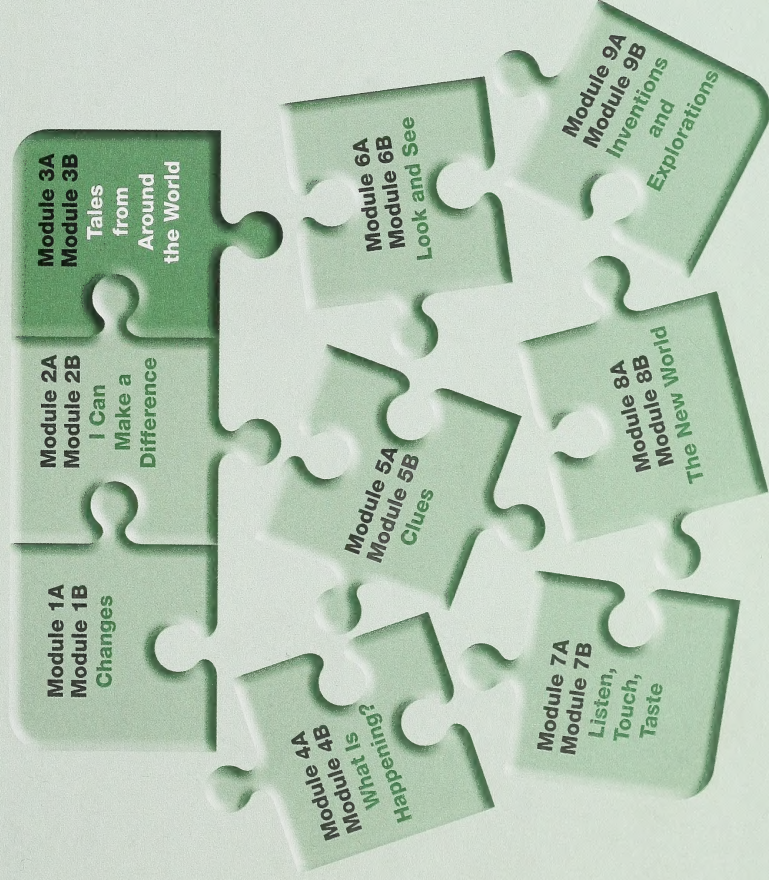
No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Welcome!

Grade Three Thematic Module 3A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

Welcome!

Things to Remember

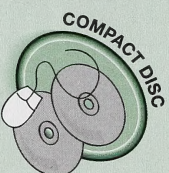
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



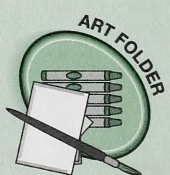
Take something out of your Course Container.



Go to the Phonics Book.



Use technology to help do a task.



Put your work in the Art Folder.



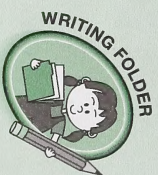
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.

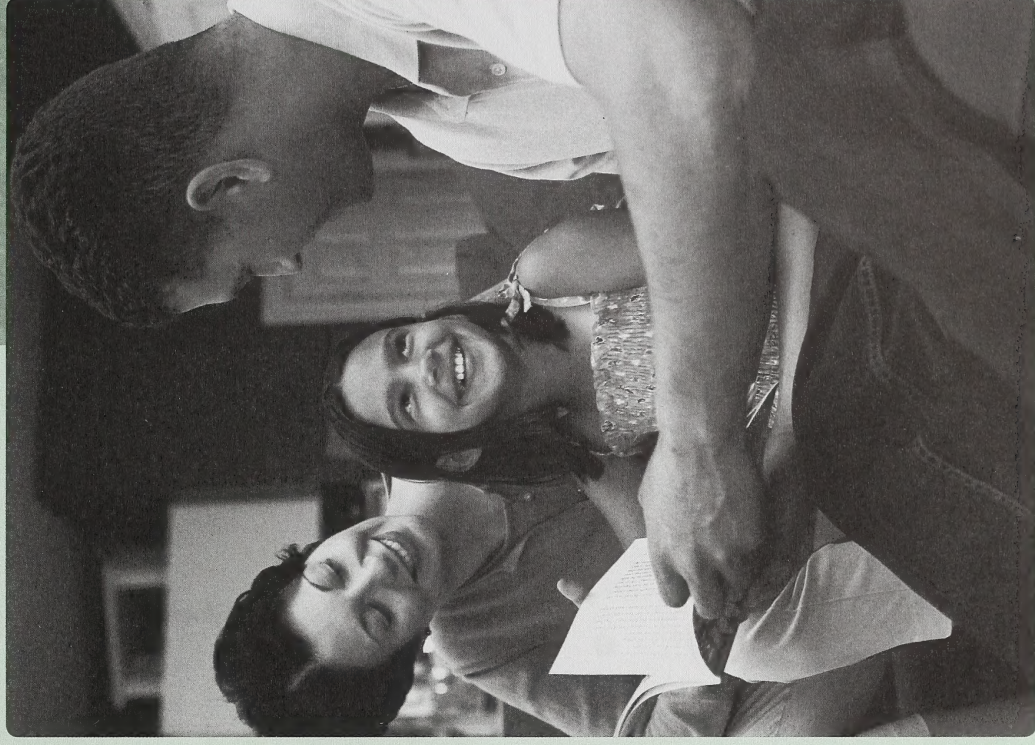


Put your work in the Writing Folder.

Contents

Module Overview	6
Day 1: “Cinderella”	8
Day 2: Cinderella Around the World	26
Day 3: A Pumpkin Coach	46
Day 4: “The Enchanted Pitcher”	62
Day 5: Files and Fun	82
Day 6: A German Fairy Tale	103
Day 7: Find Out More	121
Day 8: A Royal Problem	137
Day 9: The North Wind	156
Module Summary	172

Appendix



Module Overview

In Module 3A you will read tales from many different countries around the world. You'll use a world map to find out where the stories come from and learn a little about each country.

Baking and building activities are also planned for this module. Are you excited? Look at the next page and get started!



You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 3A, you will need

-
- A collection of art supplies is displayed on a light-colored surface. In the upper left, there is a box of markers. To the right of the box is a set of pens. Below the box is a glue stick and a glue pot. To the right of the glue stick is a pair of scissors. In the lower right, there is a book titled '72 DAYS OF EXHIBIT WORK' and a set of markers.

Day 1

“Cinderella”

Have you ever read or heard the story of Cinderella? Do you know which country the tale came from? Today you'll listen to one version of the Cinderella story, read part of an article about Cinderella stories, and learn more about fairy tales.

Get ready to go on a walk and look at buildings too.



Getting Started

If you know the Cinderella story, what do you remember about it? Who are the characters in the story? What happens to Cinderella? Tell your home instructor what you know about Cinderella.



"Cinderella"

Your home instructor will read the story "Cinderella."

1. Who are the main characters in the story? _____

2. Circle the **characteristics** that might describe Cinderella.

mean kind beautiful lazy hardworking

3. Circle the characteristics that might describe the stepsisters.

fun hardworking lazy cruel good

4. How does Cinderella get to the ball? _____

The student will tell you what he or she recalls about the story "Cinderella."

Read a traditional version of "Cinderella" aloud to the student. If you do not have a version of "Cinderella" to read to the student, you may retell the story in your own words.

Remind the student that characteristics are often given by adjectives that describe the character.

characteristic: a special quality or feature

fairy tale: a story with fairies or other supernatural beings and events

supernatural: above or beyond nature or the natural Talking animals and fairy godmothers are considered to be supernatural.

Explain that even if the tale does not begin with the exact words "Once upon a time" or end with the phrase "lived happily ever after," the idea or meaning is usually the same.

5. Who helps Cinderella? _____

6. What does Cinderella lose? _____

7. How does the prince find Cinderella? _____

The story "Cinderella" is a **fairy tale**. Why do you think it is called a fairy tale? Tell your home instructor what you think.

Most fairy tales have certain characteristics in common. Often fairy tales happen "once upon a time" or "in a land far away." They are usually about good and evil characters. The good character must solve a problem or a riddle, or complete some tasks in order to "live happily ever after." There is usually some type of **supernatural** character or event involved in the story.



8. How did the story "Cinderella" begin? Write the first sentence.

9. How did the story "Cinderella" end? Write the last sentence.

Discuss differences and similarities between the versions the student has read, heard, or viewed.



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

There are often several different versions of a fairy tale. You have probably heard, read, or watched several different versions of "Cinderella." Did you know that many different countries have a version of "Cinderella"?

Turn to the Contents page. Find the article "Cinderella Around the World."

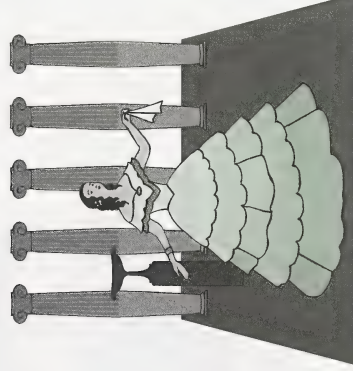
10. The article is on page _____.
11. It is written by _____.

Read the first part of the article under the title "What Is a Cinderella Story?"

The version of "Cinderella" that most people know was written long ago by an author named Charles Perrault. This story came from France.

12. What title did Charles Perrault give to the story?

The version that your home instructor read to you earlier was probably based on the French fairy tale.



Remind the student that different versions of a story will have the same basic idea but tell the story in different ways. Remind the student of the two versions of the fable "The Hare and the Tortoise."

13. Think about the version that your home instructor read. Which of the following events happened? Write yes if the event happened in the story you listened to. Write no if the event didn't happen.

Cinderella had a stepmother.

There were two stepsisters.

Cinderella had to sleep by the fire.

A fairy godmother helps Cinderella.

Cinderella rides in a coach made from a pumpkin.

Cinderella goes to the ball for three nights.

Cinderella loses a glass slipper.



In the story I listened to,
Cinderella only went to the
ball one night.

You will read more from the Cinderella article on Day 2.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

- Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.
- Write each word carefully.



Go to Assignment Booklet 3A.
Do Assignment 1: Spelling Pre-test.



Refer to the Home Instructor's Guide for spelling words and procedures.

Phonics

14. What did you notice about the words in your spelling pre-test?

Did you say that the words on the spelling test were **compound** words? Compound words are made when two or more words are joined to make a new word.

compound word: a word formed by combining two or more words

15. Look at each of the following spelling words. Which two words make up the compound word?

Example: **grandmother** **grand** + **mother**

godmother _____ + _____

stepsister _____ + _____

everyone _____ + _____

grandfather _____ + _____

anything _____ + _____

myself _____ + _____



Go to your Phonics book.

Read the poem on page 53 to your student. Discuss the questions at the bottom of the page with your student.

rain + bow



rainbow

Your home instructor will read the poem on page 53 to you. After you talk about the poem with your home instructor, turn to page 55 in your phonics book. Write the two words that make up each compound word.

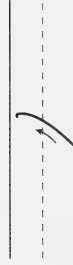
Handwriting

You will learn how to write the letter l today.

To warm up, do push-and-pull exercises on the chalkboard.



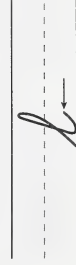
- The letter l begins with an underswing stroke that goes nearly to the top line.



- Curve around and back down.

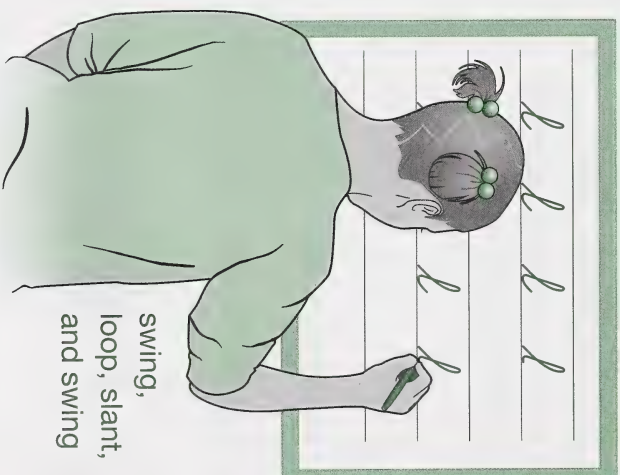


- The tail swings up about halfway to the interline.



Demonstrate how to form the letter *l* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



Keep practising until you can make a very good *l* in handwriting.



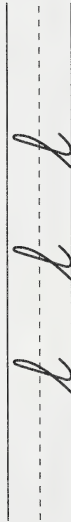
Take out your interlined notebook or paper.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Get ready to try some l's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter l goes almost to the top of the space.



Practise at least two rows of l's on your paper or in your notebook. Remember to chant the strokes as you write.

Now try joining the l to some letters you know to make words.



Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Assignment Booklet 3A.
Do Assignment 2: Handwriting.





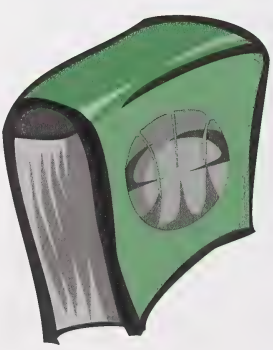
Go to Grade Three Mathematics.



Take a walk around your neighbourhood. Look at the buildings. Think about the shapes that you see in the buildings.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Using an Atlas

Over the next few weeks you will read many different tales. You will use an atlas to find the country that each story comes from. The atlas will help you locate and name countries on your own map of the world.

Take out your atlas.

Most atlases have a table of contents. Look at your atlas. Find the table of contents.

Your student may enjoy reading another classic fairy tale by Charles Perrault—"Puss in Boots."

Discuss how the table of contents can help the student.

16. What does the table of contents tell you? _____

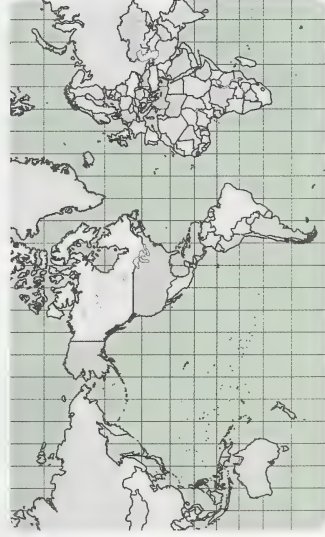
Use the table of contents to help you find the following information.

17. Write the page numbers where you can find the following maps:

- a map of the world _____
- a map of Canada _____
- a map of Africa _____

Use the table of contents to help you find a map of the world.

Look at the map. What does it show? Is there a legend? Is there a compass?
 Tell your home instructor what you see.



Be sure that the map the student has turned to shows the continents and the oceans.

Discuss the features that your student recognizes.

Help the student locate the seven continents using a map of the world from the atlas.

continents: the large bodies of land on Earth

oceans: the largest bodies of water on Earth

Assist the student with locating the Southern or Antarctic Ocean on the map.

There are seven **continents**. Continents are the largest bodies of land.

18. The seven continents of the world are

Oceans are the largest bodies of water. There are five **oceans** in the world.

The fifth ocean was decided on in the year 2000. This ocean extends from the coast of Antarctica to 60° south latitude. It is called the Southern Ocean or Antarctic Ocean. Older atlases may not have this ocean marked.



19. The five oceans are



Each continent contains one or more **countries**.
A country is an area of land that has one government.

Use the table of contents to find a map of **North America**. Canada is part of the continent North America.

20. Name three other countries that are found in North America.

Use the table of contents to find a map of **Europe**.

21. Name three countries found in Europe.

country: an area of land that has one government; a nation

North America: the continent that includes Canada, the United States, Mexico, Greenland, the countries of Central America, and the island countries of the Caribbean

Europe: the western part of the land mass of Eurasia, with the dividing line between Europe and Asia being the Ural Mountains



Earlier today you read a Cinderella story and found out that the story of Cinderella came from France. Look at the map of Europe. Find France.

Use the following steps to make your own map of the world:

- Turn to the Appendix of this Student Module Booklet. Remove the four pages for the world map.
- Follow the instructions to glue the map together and make one big world map.
- Now find Europe on your map.
- Find the space that shows France.
- Colour the space with your pencil crayons or crayons.
- Neatly print the word France in the coloured space.

Post your map on the wall or keep it in your Art Folder. You will add the names of more countries as you read new stories.

Story Time

Enjoy a tale with your home instructor.

Check before the student colours to be sure the correct space has been located.

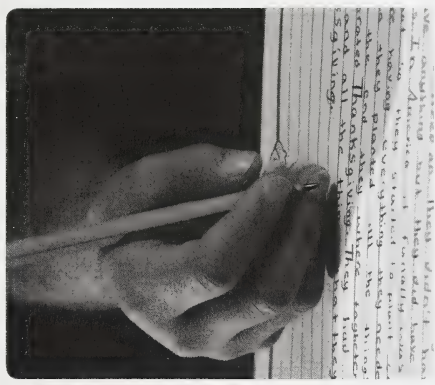
This would be a good time to begin reading a variety of fairy tales, folk tales, or legends. As you read each new tale, the student may locate the country of origin on his or her map. The student can then colour in the country and write in the name of the country.



Looking Back

Today you read a Cinderella story and found out some facts about it. You also worked on map skills. Did you know the names of the continents and oceans before?

Do you have a favourite fairy tale? What is it? Why is it your favourite?



Journal Entry

The student may respond to the question or write about any topic that relates to the day's lessons.

Glossary

characteristic: a special quality or feature

compound word: a word formed by combining two or more words

continents: the large bodies of land on Earth

country: an area of land that has one government; a nation

Europe: the western part of the land mass of Eurasia, with the dividing line between Europe and Asia being the Ural Mountains

fairy tale: a story with fairies or other supernatural beings and events

North America: the continent that contains Canada, the United States, Mexico, Greenland, the countries of Central America, and the island countries of the Caribbean

oceans: the largest bodies of water on Earth

supernatural: above or beyond nature or the natural
Talking animals and fairy godmothers are considered to be supernatural.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
8	© 2002-2003 www.clipart.com
9	© 2002-2003 www.clipart.com
10	© 2002-2003 www.clipart.com
11	© 2004-2005 www.clipart.com
13	© 2004 JUPITERIMAGES, and its licensors. All rights reserved.
15	© 2002-2003 www.clipart.com
17	Photodisc/Getty Images
18	© 2004-2005 www.clipart.com
19	Copyright © 2002 Map Resources
20	© 2002-2003 www.clipart.com
21	both: Copyright © 2002 Map Resources
22	© 2004-2005 www.clipart.com
23	Photodisc/Getty Images

Day 2

Cinderella Around the World

Did you observe lots of buildings on your Day 1 walk? What shapes did you notice? You will discuss the structures you saw and draw one of them.

You will also listen to another story, finish reading an article, and find out more about different versions of the Cinderella tale. A busy day is planned!



Getting Started

How are fairy tales and fables the same? How are they different? Your home instructor will help you make a chart about fairy tales and fables.

“Cinderella Around the World”

On Day 1 you listened to a Cinderella story. Stories about kind, hardworking girls like Cinderella are told in many countries around the world. Finish the article “Cinderella Around the World” and learn more about the Cinderella tale.



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 35. Read the rest of the article.

The article tells about countries that have Cinderella stories.

1. Write the names of the countries that have stories like “Cinderella.”

See the Home Instructor's Guide for more information.

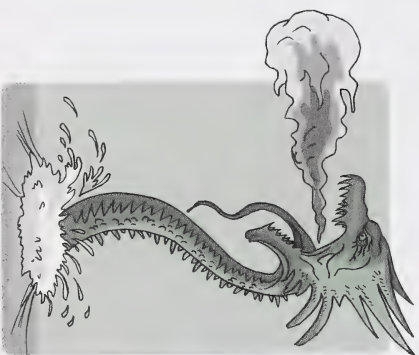
2. Which country has a Cinderella story about a boy?

3. Which country has a Cinderella character who wears a beautiful kimono? _____

4. In the tale from Nigeria, the magical helpers are _____.



kimono



Your home instructor will read you a Cinderella tale from another country. Talk about how the story was the same as and different from the one you listened to on Day 1.

Read a Cinderella tale from another country. Check the Additional Resources in the Home Instructor's Guide for suggested titles. The student will discuss similarities and differences between this story and the one read on Day 1.



Go to Assignment Booklet 3A. Do Assignment 3: Comparing Cinderella Stories.

Spelling

Find your spelling pre-test from Assignment 1 in Day 1. On the lines below, write any words you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.



Take out your Writing Dictionary. You will add your new spelling words to the dictionary.



My challenge words are countries, building, and ocean. What are yours?

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help the student choose three challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.

Write all the spelling words from the Day 1 pre-test in your dictionary. The words are

godmother anything
 stepsister myself
 grandmother everyone

G g
godmother
grandmother

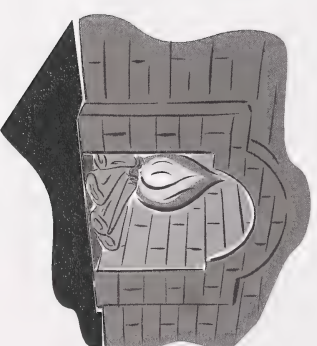
Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Phonics

Compound words are easy to read when you know how to break them up into the two smaller words that they are made from.

5. Read the compound words below to your home instructor. Use a line to show where you would break the words apart to make two smaller words.

inside weekend
 waterfall raincoat
 backpack seashell



The student will read each of the words to you. Can he or she see where the words can be separated to form the smaller components?

6. Add the word snow to each of the words below to make a new compound word. Draw a picture of each.

_____ man	_____ shoes
_____ suit	_____ ball
_____ board	_____ drift



Go to page 56 in your Phonics book to practise reading compound words.

Handwriting

You will learn how to write the letter b today.

To warm up, make three snow people to practise your underswing and push-and-pull strokes.



- The underswing goes nearly to the top line.
- Curve around and back down on the correct slant.
- The tail swings up and out at the interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, loop,
slant, swing,
and swing

Keep practising until you can make a very good b in handwriting.



Take out your interlined notebook or paper.

Get ready to try some b's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Module 3A: Tales from Around the World

Demonstrate how to form the letter *b* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Check the student's posture, paper position, and pencil grip.

Notice how the letter b goes almost to the top of the space.

b b b

Practise at least two rows of b's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the b to some letters you know to make words.

bal ball

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Buildings and Structures

On Day 1 you walked around the neighbourhood and looked at the design of buildings. You probably noticed some of the following shapes and forms when you looked at buildings. Tell your home instructor where you noticed these shapes.



rectangle



triangle



cylinder



arch

Discuss where the student noticed each of the shapes. If the student did not see cylinders or arches, watch for these forms the next time you go out. Make a game of it: "Who can spot the next arch? Triangle? Cylinder?"



Take out a sheet of unlined paper.

Draw a building that you saw on your walk. Include the doors, windows, and roof.

7. What shape is used most in the building you drew?

8. Why do you think that shape is used most often?

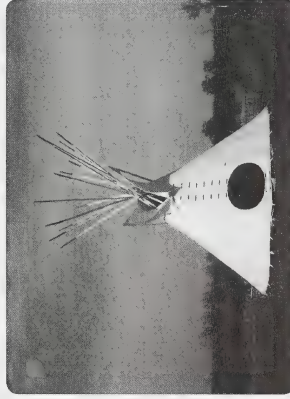
Some shapes are stronger and more **stable** than others.

9. Do you think you could easily build the walls of a house in the shape of a circle? Explain why or why not.

Explain that *stable* means that a building or shape is steady and firmly fixed. If something is stable, it doesn't fall over easily.

stable: not likely to move, change, or break down

Look for shapes and forms in the **structures** below. Show your home instructor three rectangles, three triangles, an arch, and a cylinder.



structure: a building or anything built of connected parts put together in an orderly way

Have the student point out three different rectangle shapes, three triangle shapes, an arch, and a cylinder in the photographs.

In order for houses and other buildings to be safe, the walls and roof must be strong and stable. The walls must be strong enough to hold up the roof. The roof must be shaped to withstand rain, snow, and wind.

Look at the photos. Circle a building that would keep the rain and snow from collecting on the roof.



10. What would happen to the rain and snow on the building that you circled?



Buildings and other structures must be planned or **designed** before they can be built. **Engineers** and **architects** design buildings, bridges, highways, and other structures so that they are strong and stable.

Engineers and architects must decide which materials they will use to build a structure. Some materials will support or hold more weight than other materials. They must also decide how they will join the pieces together.

11. Could an engineer make a bridge out of cardboard? Why or why not?

In order to make good decisions about building things, scientists test the strength of different materials, shapes, and joining methods.

Module 3A: Tales from Around the World

designed: the way something is built, styled, or laid out

engineer: a person who uses science to design roads, bridges, buildings, dams, machines, or many other kinds of useful things

architect: a person who designs buildings

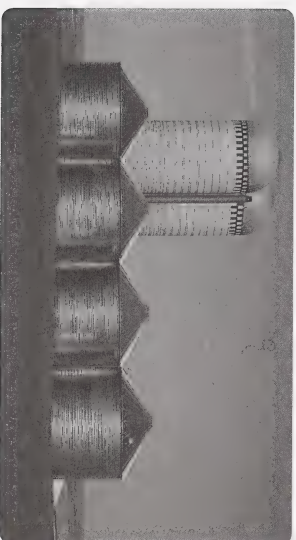
anchored: fixed firmly in place

Strong and Stable

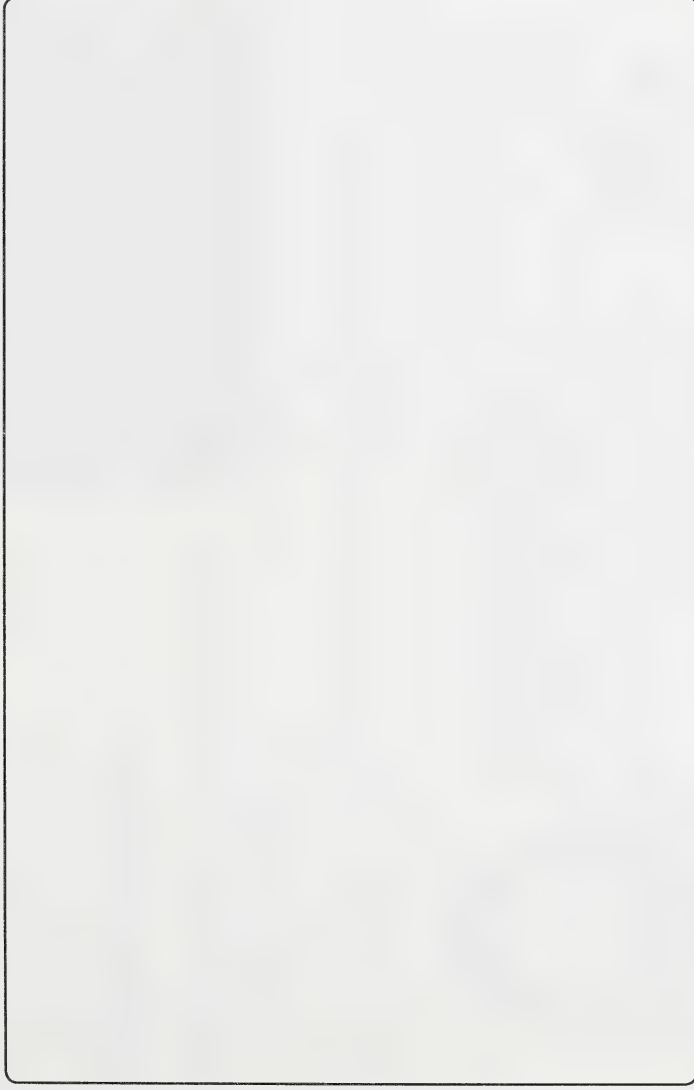
Stability is very important when a structure is created. If the building or tower is not **anchored** firmly into the ground or balanced correctly, it will fall over.

12. What keeps a tree from falling over? _____

Find some old magazines. Check with your home instructor to make sure it is okay to cut pictures from the magazines. Cut out some pictures of buildings, bridges, and towers. Choose two of the structures that you find interesting, and glue them in the boxes on the next pages.



After you glue two of the pictures into the boxes on this page and the next page, answer the questions about the structures.



13. What kind of structure is it? _____

14. Is it strong and stable? Why or why not? _____

Discuss what kind of building it is.
Is it a church? A theatre? A hotel?



15. What kind of structure is it? _____

16. What shapes and forms do you see in the building? _____



Put the other pictures you cut out into your Art Folder. You will need them another day.

Story Time

Enjoy a tale with your home instructor.

Looking Back

Today you learned about Cinderella tales from around the world. Which Cinderella tale did you like best?



Do you think you would like to become an engineer or an architect? What would you like to design?



If I were an engineer,
I would design and
build beautiful and
strong bridges.



If I were an architect,
I would design
environmentally
friendly houses that
use clean energy.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Journal Entry

Glossary

anchored: fixed firmly in place

architect: a person who designs buildings

designed: the way something is built, styled, or laid out

engineer: a person who uses science to design roads, bridges, buildings, dams, machines, or many other kinds of useful things

stable: not likely to move, change, or break down

structure: a building or anything built of connected parts put together in an orderly way

Image Credits

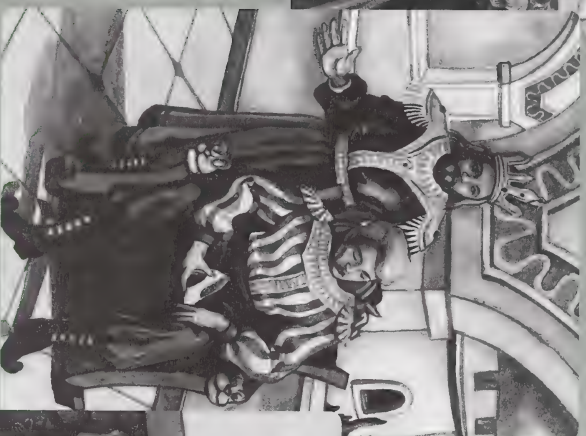
All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
26	left: Brand X Pictures/Getty Images remainder: Copyright © 2005 Alberta Education and its licensors. All rights reserved.
28	top: © 2002–2003 www.clipart.com bottom: © 2004–2005 www.clipart.com
30	© 2002–2003 www.clipart.com
34	Photodisc/Getty Images
35	top: Photodisc/Getty Images
37	top (both) and bottom left: Maria Hopchin
38	both: Copyright © 2003 Alberta Education and its licensors. All rights reserved.
39	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
40	left (both): Digital Vision/Getty Images
43	top: Photodisc/Getty Images

Day 3 A Pumpkin Coach

Are you ready to solve riddles about Cinderella stories? Do you remember who rode in a pumpkin coach and who wore a cloak of feathers?

You will also have some fun baking, working with your world map, and building a tower.



Getting Started

Have you ever read a fairy tale where the main character had to solve riddles or answer questions? Your home instructor will tell or read you the story of Rumpelstiltskin.

Can you think of any other fairy tales where the main character has to answer questions or solve a riddle?

1. How many guesses did the farmer's daughter get in the story "Rumpelstiltskin"?

2. How many nights did Cinderella go to the ball in the French version of the story?

The number three often appears in fairy tales.



Tell the story "Rumpelstiltskin" to the student. See the Home Instructor's Guide for the story summary, tell your own version of the story, or read a version that you have.

Discuss other stories that you or the student have read where the main character must solve a riddle.

“Cinderella Around the World”



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 34. Reread the article “Cinderella Around the World.”

Now it’s your turn to be a fairy tale character and solve riddles. You will get three clues. Can you guess which country the story comes from?

3. This Cinderella lives in a village with her cruel stepsisters. She sees an invisible being with a rainbow for a bow. The people called her Rough-Face Girl.

This story is from _____.

4. This Cinderella rescues a princess from a sea dragon. He is a boy Cinderella. The princess grabs his boot.

This story is from _____.



Encourage the student to scan the articles looking for the information if he or she does not recall the story’s country of origin.

You will solve some more riddles in your Assignment Booklet.



Go to Assignment Booklet 3A. Do Assignment 4: Cinderella Riddles.

Now it's time to find the countries on the map.

Take out your atlas.

Find the table of contents. Look for a map of the world that shows and names the countries.

Continent	Country
Asia	China
Africa	Nigeria
North America	Canada and the United States
Asia	Japan
Europe	Ireland

Find each of the countries that you learned have a Cinderella story. First, find the continent on a map of the world; next, look for the country.

Assist the student if necessary. Help the student locate the continent from the first column and then find the specific country in the second column.

Be sure the student has located the correct space before he or she colours and labels the country.



Take out your world map or remove it from the wall if you have posted it.



Take out your crayons or pencil crayons.



You will now colour and label these countries on your map.

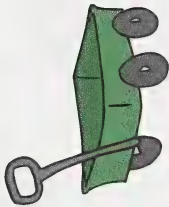
- Use your atlas to help you find the space on your map that shows China.
- Colour the space with your pencil crayons or crayons.
- Neatly print China in the coloured space.
- Add each of the other countries to your map in the same way. If there isn't enough space to print the name of the country within the coloured space, write it neatly to the side of the country and draw a line to the country.

Post your map on the wall or keep it in your Art Folder.

Phonics


Do you remember how to break up long words into shorter parts or syllables? What you know about vowels can help you break words into syllables. Your home instructor will show you how to figure out how many syllables a word has.

Look at each picture. Say the name of the object in the picture. How many vowel sounds do you hear? How many syllables does the word have?

5. 


vowel sounds _____

syllables _____

6. 

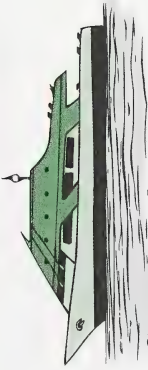
vowel sounds _____

syllables _____

7. 

vowel sounds _____

syllables _____

8. 

vowel sounds _____

syllables _____

See the Home Instructor's Guide for directions.

Be sure the student understands that the question is asking how many vowel sounds are heard, not how many vowels appear in each word.



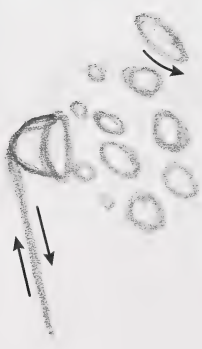
Go to your Phonics book to practise finding syllables. Follow the directions and do pages 57 and 58.

Handwriting

You will learn how to write h today.

To warm up, make two bubble pipes with bubbles to practise your underswing and push-and-pull strokes.

The letter h begins just like a b.



- The underswing goes nearly to the top line.
- Curve around and loop back down on the correct slant.
- Go over and down, keeping the same slant.
- The tail swings up halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, loop, slant,
over, slant, and swing

Keep practising until you can make a very good h in handwriting.



Take out your interlined notebook or paper.

Demonstrate how to form the letter *h* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Get ready to try some h's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter h goes almost to the top of the space.

h h h

Practise at least two rows of h's on your paper or in your notebook. Remember to chant the strokes as you write.

Now try joining the h to some letters you know to make words.

had hole

Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Pumpkin Muffins

Have you ever wondered what became of Cinderella's pumpkin coach after the ball? She wouldn't want to waste food — perhaps she used the following recipe to make pumpkin muffins!

Cinderella's Pumpkin Muffins

Gather the following utensils and ingredients; then follow the instructions to make Cinderella's pumpkin muffins.

Utensils

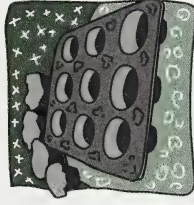
bowl	measuring cup
mixer (hand or electric)	muffin tin
measuring spoons	wooden spoon

Dry Ingredients

750 mL (3 cups) flour	10 mL (2 tsp.) baking powder
10 mL (2 tsp.) baking soda	125 mL ($\frac{1}{2}$ cup) brown sugar
5 mL (1 tsp.) salt	500 mL (2 cups) white sugar
500 mL (2 cups) raisins	15 mL (1 tbsp.) cinnamon

Liquid Ingredients

4 eggs
425 mL ($1\frac{3}{4}$ cups) or a small can of pumpkin
375 mL ($1\frac{1}{2}$ cups) oil



Review kitchen and cooking safety rules. Help the student read the lists and gather the necessary ingredients and utensils.

Method

Preheat the oven to 190°C (375°F). Read all the steps before you start mixing the ingredients.

- Beat the eggs with a mixer until the whites and yolks are completely mixed.
- Add sugar, oil, and pumpkin a little at a time, and beat thoroughly.
- Add the mixture to the dry ingredients a little at a time, and mix with a spoon until smooth.
- Stir in the raisins and mix carefully.
- Pour a little oil into a small bowl. Dip a paper towel into the oil and lightly grease the muffin tins. (You may use spray oil instead or line the tins with paper cups.)
- Fill the greased muffin cups 2/3 full and sprinkle the tops with brown sugar.
- Bake at 190°C (375°F) for 15–20 minutes.

What is that delicious smell? Yum! Yum! Yum! Share the muffins with your home instructor, family, or friends.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Module 3A: Tales from Around the World

Tower Fun

9. Which Cinderella had a coach made from a pumpkin? Circle the answer.

the Cinderella from France **the Cinderella from China**

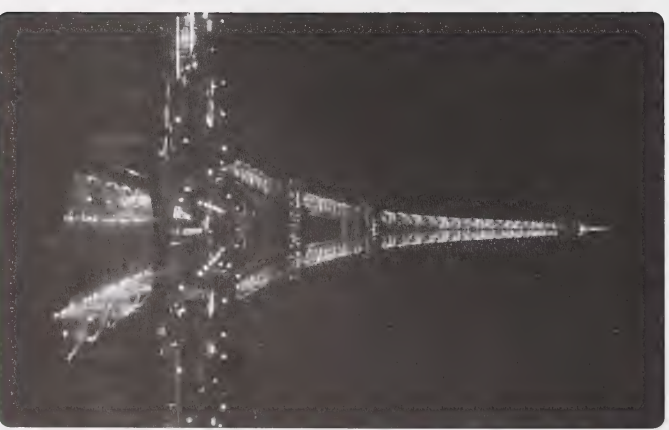
What do you know about the country of France? Tell your home instructor.

The people in France speak French. Do you know anyone who speaks French?

In France, there is a very famous tower called the Eiffel Tower. The tower was built by Gustave Eiffel. It is more than 100 years old.

10. Look at the picture of the Eiffel tower. How did Mr. Eiffel make the tower stable and strong?

11. What else do you notice about the tower?



Eiffel Tower

You are going to build a tower of your own today. You will make your tower from toothpicks.



Gather toothpicks, miniature marshmallows or modelling clay, and a ruler from your work area or Course Container.

You must make your tower at least 30 cm high. Join the toothpicks with miniature marshmallows or small balls of modelling clay. Think about how you will make it strong and stable. Experiment until you can make a tower that will stand up on its own.





Go to Assignment Booklet 3A. Do Assignment 5: Tower Fun.

Put your tower in a safe place. You will need it again on Day 9.



Story Time

Enjoy a tale with your home instructor.

If you found another version of “Cinderella,” this would be a good time to read it.

Looking Back

You were busy making things today. How did your muffins turn out? Did you make a strong and stable tower?



My tower was 35 cm high.
How high was yours?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
46	all: © 2004–2005 www.clipart.com
47	© 2004–2005 www.clipart.com
48	© 2002–2003 www.clipart.com
50	© 2002–2003 www.clipart.com
51	all: © 2002–2003 www.clipart.com
54	Photodisc/Getty Images
55	© 2002–2003 www.clipart.com
56	Eyewire/Getty Images
57	Photodisc/Getty Images
58	© Copyright 2003 Alberta Education and its licensors. All rights reserved.
60	top: © 2002–2003 www.clipart.com

Day 4

“The Enchanted Pitcher”

Today you will read a fairy tale from Iraq.

You will work on a new construction project today as well.
Are you ready to get started?



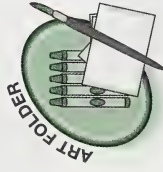
Getting Started

Do you know where Iraq is?

Take out your atlas. Find the table of contents. Look for a map of the world that shows the names of the countries.

Find the continent Asia. Look toward the west part of Asia to find Iraq. Iraq is in the part of Asia called the Middle East. Do you know anything about Iraq?

The customs and traditions in the Middle East are unique. You will learn more about Iraq later.



Take out your world map or remove it from the wall if you have posted it.

Use your atlas to help you find the space on your map that shows Iraq.

- Colour the space with your pencil crayons or crayons.
- Neatly print Iraq in the coloured space.
- If there isn't enough space to print the name of the country within the coloured space, write it neatly to the side of the country and draw a line to the country.
- Post your map on the wall or keep it in your Art Folder.



If necessary, help the student locate Iraq on a world map.

Be sure the student has located the correct space before he or she colours and labels the country.

“The Enchanted Pitcher”



Take out *Tales — Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find the title “The Enchanted Pitcher.”

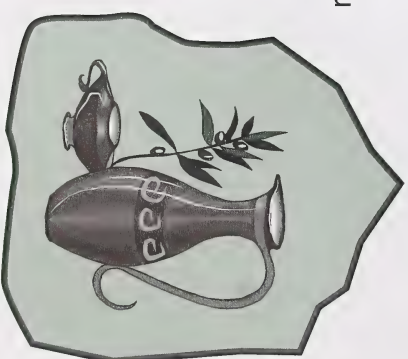
1. “The Enchanted Pitcher” is a **play poem tale**.
2. It is **written retold illustrated** by Howard Schwartz and Barbara Rush.
3. It begins on page _____.

Turn to that page.

Read the title of the tale aloud to your home instructor. You may need to break the words into parts to help you read them.

en chant ed pitch er

4. What is a pitcher?



The student will read the title aloud to you. If necessary, encourage the student to break the words into syllables to decode them.

Think about the title. Look at the pictures in the story. Tell your home instructor what you think will happen in this tale.

Read each page of the story silently. After you finish each page, read the questions and tell your home instructor the answers.

Read page 8.

When did this story happen? Who are the characters? What did you learn about them?

Read page 9.

What was enchanted about the pitcher? What did Rachel and her father decide to do with the pitcher?

Read page 10.

What happened to the oil on the way to Grandmother's house?

Read page 11.

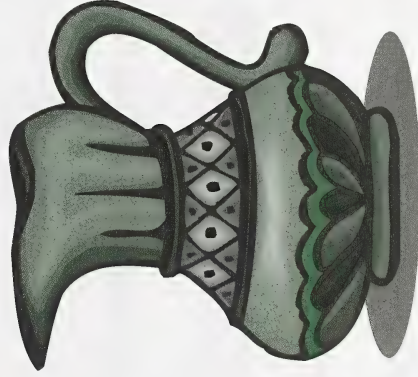
Where did Rachel look to find the owner of the voice?

Read page 12.

What did she discover in the vinegar jar?

The student will make a prediction about the story based on the illustrations and title of the story.

The student will read each page silently, then answer the questions orally. If the story is too difficult for your student to read silently, pick an appropriate alternative way to read. See the Home Instructor's Guide for appropriate answers for this discussion.



Read page 13.

What did Rachel and her grandmother discover about the pitcher?

Read page 14.

What would have happened if Rachel had let the imp help her? Did Rachel and her family “live happily ever after”?

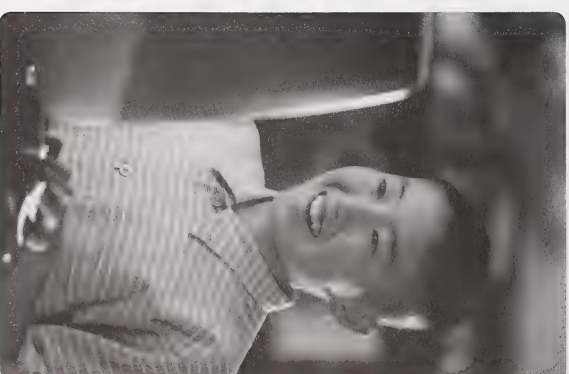
5. Was this story fiction or non-fiction? _____

6. How can you tell? _____

Fact or Fiction?

In Modules 1 and 2 you researched to find out about your community and the environment. When you did your research, you looked for information in non-fiction books, Internet websites, and articles.

Did you know that fiction stories can also help you learn about a community? Fairy tales and other stories can tell you a lot about the history, traditions, and culture of a country.



Look back at the tale "The Enchanted Pitcher." What can you learn about Iraq in the past by looking at the illustrations in this story? Tell your home instructor.

You probably noticed the clothing worn by the characters. Is it like the clothing most people wore in Canada long ago?

Look at the countryside in the illustrations. Do you think Iraq has a lot of forests? Tell your home instructor what you think Iraq is like.

What is Grandmother's house made of? Why?

Think about what happened in the story. What kind of food did Rachel take to Grandmother's house? What food would you take to your grandmother's house? Discuss these questions with your home instructor.

You will find out more about Iraq on Day 5.

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.

Encourage the student to look at the type of clothing the characters wear and how the pottery is decorated. What does this tell about the ancient customs of Iraq?

What can the student predict about the land?

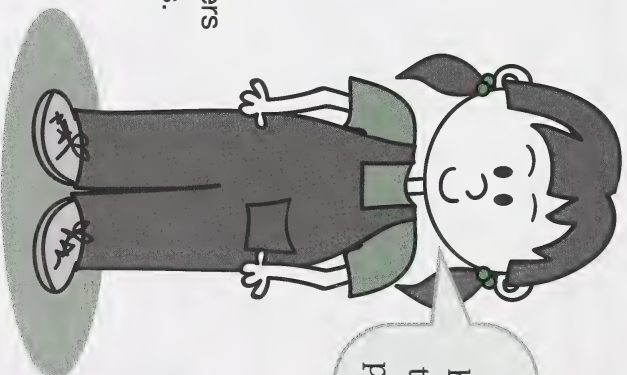
Discuss the questions with the student.



Sentence Dictation Steps

Follow these steps when you write your sentences.

- Listen.
- Write.
- Underline the spelling word with a ruler.
- Remember capital letters and punctuation marks.
- Check your sentence and make any necessary corrections.



Every sentence must have a capital letter at the beginning and end punctuation at the end.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Phonics

You learned that the number of vowels you **hear** in a word tells you how many syllables a word has. Knowing the number of syllables can help you break words into parts.

When you look at the word **surprise**, you see three vowels. You know that the **e** on the end will be silent. There must be two syllables. You can break up the word like this: **sur prise**.

7. The words below are from the story you read today. Tell how many syllables each word has, then break it apart in a way that makes sense to you. There should be at least one vowel in each part. The first one has been done for you.

surprise	2	syllables	sur prise
painted		syllables	
discover		syllables	
grandmother		syllables	
careful		syllables	
wooden		syllables	

Remember to use what you know about breaking words into syllables to help you read unfamiliar words.

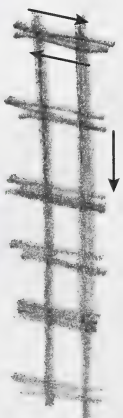
The student will learn even more about the formal rules for breaking words into syllables in following years. It is, however, important that the student learn to look for word parts he or she knows and begin to segment longer words in order to decode them. Students should soon realize that endings, such as *ed*, *ing*, *est*, and *er*, are easy to recognize and segment. Compound words are also usually easily recognized and segmented.

Encourage the student to apply his or her knowledge of syllables when trying to decode unfamiliar words. Discuss how many syllables there are and where the word could be "broken apart."

Handwriting

You will learn how to write f today.

Make fences on the chalkboard or whiteboard to practise your push-and-pull strokes.



- The letter f begins just like a b. The underswing goes nearly to the top line.



- Curve around and go down below the base line to the next interline.



- The bottom loop touches the downstroke at the base line.



- The tail swings up halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, downstroke,
loop, and swing

Keep practising until you can make a very good *f* in handwriting.



Take out your interlined notebook or paper.

Demonstrate how to form the letter *f* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Check the student's posture, paper position, and pencil grip.

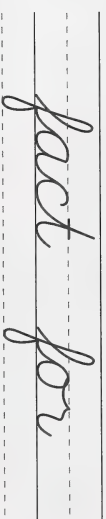
Get ready to try some f's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter f goes almost to the top of the space.



Practise at least two rows of f's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the f to some letters you know to make words.



Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.

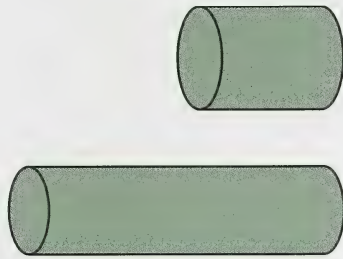
Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Grade Three Mathematics.

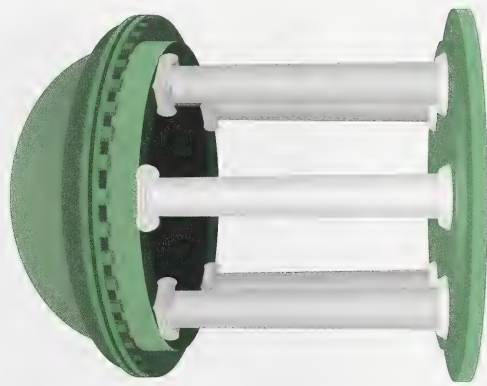
Columns and Pillars

When you walked around your neighbourhood looking for shapes and forms in structures, did you notice any cylinders?



8. Where did you see cylinders?

You may have noticed that cylinders were used to make **pillars** or **columns** on buildings.



pillar: a slender, upright structure of stone, wood, or metal used to support or ornament a large building

column: a slender, upright structure; pillar

Pillars or columns are often used to hold up a roof for a porch or an entrance to a structure.



Take another walk around your neighbourhood. Look for pillars or columns. Notice these forms and how they are decorated.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

If there are no homes or buildings in your area with columns, watch for columns the next time you go out. Call your student's attention to any columns that you see. The student may also check in magazines or books for pictures of columns.

More Pillars

Look at the shape of each of the pillars in the photographs. Tell your home instructor about the shapes of the pillars.

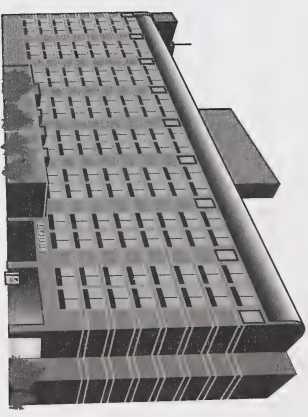


The student will examine the pillars in the photographs and tell you about their shapes.

Build and Test

You know that architects, engineers, and builders must plan before they build a structure. They have to think about how to make the structure strong and stable. They carefully choose the materials they will use.

Sometimes a **model** is made to help builders plan. A model is a small version of a structure or object.



Do you have toys that are models? What kind of model do you have?

9. I have _____.

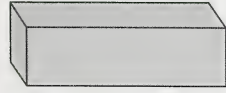
Models can be used to test structures for strength or stability. Today you are going to build a model and use it to do a test.

Pretend that you are the owner of a construction company. Your first customers have just arrived.

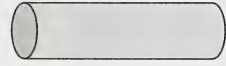
Cinderella and Prince Charming are building a roof over the front steps where Cinderella lost her slipper. They want to put fancy carvings on the front of the roof, so it will be very heavy.

Prince Charming and Cinderella will need strong columns to hold up the roof. They want to know what shapes their pillars should be. You will help them choose the strongest pillars. To discover which pillar will support the most weight, you must design a **fair** test. In a fair test, the same rules apply.

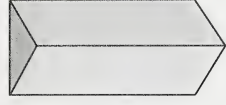
fair: following the same rules



rectangular pillar



circular pillar



triangular pillar

You will make a paper model to test pillars of three different shapes. You will use the same method to test each of your pillars.

- The size and type of paper used for each pillar will stay the same.
- The cardboard balanced on each pillar will stay the same.
- The objects placed on the cardboard to test the pillar strength will stay the same.

Which Pillar Is the Strongest?

When you do a test, it is like doing a science experiment. You can follow the same steps.

Testable Question

Which pillar is strongest—a rectangular pillar, a circular pillar, or a triangular pillar?

Remind the student that the prediction is a guess about the answer to the testable question.

If you do not have enough pennies or spoons, any set of small objects may be used as weights. You may use actual gram weights if you have them.

Prediction

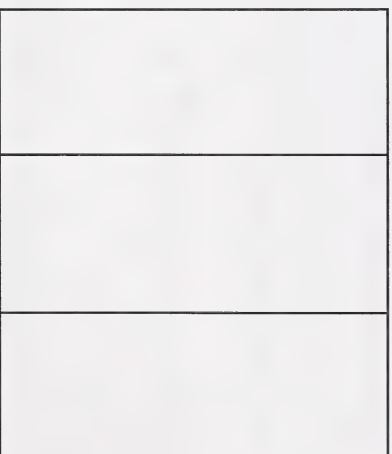
10. I predict that _____.

Materials

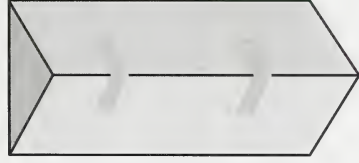
You need a 21.5 cm x 28 cm sheet of paper, a 21.5 cm x 28 cm piece of cardboard, tape, and several pennies or spoons.

Procedure

- Gather all the materials. Read all the steps before you start the experiment.
- Divide a 21.5 cm x 28 cm sheet of paper into three equal parts. Fold the sheet on the lines.



- Tape the paper to form a triangular pillar.



- Place a piece of 21.5 cm x 28 cm cardboard on top of the pillar. Be sure that the cardboard is balanced evenly on the pillar.
- Place pennies or spoons on the centre of the cardboard one at a time.
- Record how many objects you can place on the cardboard before the pillar collapses.

Observation

11. The triangular pillar will hold _____ before it collapses.



Put the cardboard and the pennies or spoons in your Course Container or work area. The same objects and cardboard will be used to test the rectangular and circular pillars on Day 5.

The student may count or make tally marks to record the results.

Remind the student to write down the number and the name of the objects that were used.

Story Time

Find a comfortable spot. Listen as your home instructor reads a fairy tale or a chapter book.



Looking Back

Today you tested a triangular pillar and read a story from Iraq. What would you like to know about Iraq? What other countries would you like to learn about?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

column: a slender, upright structure; pillar

fair: following the same rules

model: a small but detailed version of something

pillar: a slender, upright structure of stone, wood, or metal used to support or ornament a large building

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
62	Photodisc/Getty Images
63	© 2004–2005 www.clipart.com
64	© 2002–2003 www.clipart.com
65	© 2004–2005 www.clipart.com
66	Brand X Pictures/Getty Images
67	© 2002–2003 www.clipart.com
73	bottom: © 2002–2003 www.clipart.com
74	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
75	all: Maria Hopchin
76	© 2003–2004 www.clipart.com
80	© 2002–2003 www.clipart.com

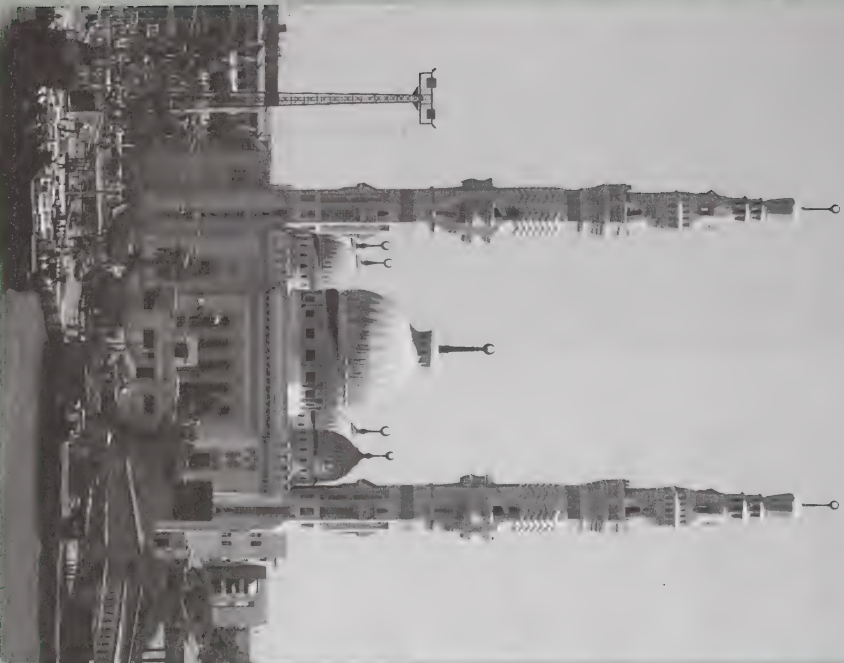
Day 5

Files and Fun

Today you will learn how to make up file cards about the tales you have read.

Would you like to learn more about Iraq and the Middle East? If so, you will enjoy reading an article and decorating a pitcher with your own designs.

You will complete your test on pillars today too.



Getting Started

What do you remember about “The Enchanted Pitcher”? Think about the characters, setting, and important events. Retell the story to your home instructor.

Do you remember reading or hearing another story where a little girl takes something to her grandmother?

1. In the story “Little Red Riding Hood,” a girl takes a _____ to her grandmother.
2. On the way to her grandmother’s house, she meets a _____ who tries to trick her.



Think about “The Enchanted Pitcher” and “Little Red Riding Hood.”

How are the stories the same?
How are they different? Tell your home instructor.

The student will retell the story “The Enchanted Pitcher.” Did the student remember the characters, setting, and main events?

If your student is not familiar with the story “Little Red Riding Hood,” retell the story in your own words.

What do the stories tell you about Rachel and Little Red Riding Hood's countries? Remember, these tales were written "once upon a time" or "long ago," so they tell something about what the country might have been like in the past.

The story "Little Red Riding Hood" is from Germany. There must have been forests, woodcutters, and wolves in Germany.



The story "The Enchanted Pitcher" comes from Iraq. There must have been tall cedar trees, rocky roads, and potters in Iraq.

Iraq

Did you guess from the clues in the story that Iraq is a hot, desert country? Read the following non-fiction article to find out more about Iraq in the present.

Iraq

Iraq is a country in the Middle East. Much of Iraq is desert, with mountains on the northeast border and marshy lowlands near the rivers.

The people in Iraq grow grain and fruit. There are thousands of date trees in Iraq. People also raise goats, sheep, and cattle for food. Most people in Iraq speak Arabic.

Iraq is rich in petroleum. Oil and gas are sold to other countries.

Think back to the story "The Enchanted Pitcher." It can tell you some things about Iraq in the past. The illustrations in the story showed you dry, rocky roads.

3. Grandmother's home was built from _____.

Rachel took olive oil to her grandmother. Olive oil was an important gift because there are not many olive trees in Iraq. The olive oil had to be brought from other countries. It had to be hauled over long, bumpy roads. Long ago, olive oil was probably hauled to Iraq by camels.



culture: way of life; the customs, values, traditions, and beliefs of a nation or people

4. In the story, Rachel's dad was a _____.

There is not much water in a desert area, so making pitchers and pots to carry water would have been a necessary job long ago.

You learned in grade two that communities cannot always produce everything that people need. Communities sell or trade extra products to get the things that they need.

5. What does Iraq produce to sell to other countries? _____

You learned that communities may have different languages and traditions. Countries usually have one or two main languages and **cultures**.

6. What is the main language in Iraq? _____

7. What kind of food is produced in Iraq? _____

8. Write two things you learned about Iraq that you didn't know before.

You can learn a lot about how people live by reading the tales from that country!

Fairy-Tale Files



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

You have already met several characters from different tales. Turn to page 4 in *Tales—Princesses, Peas, and Enchanted Trees*. Look at the article called “The Fairy-Tale Files.”

The author of this article made up file cards to tell about characters from stories. Each card tells

- the name of a character
- some characteristics of the character
- a bit about a story the character appears in
- the title and author of the story
- the country that the story comes from

Read the card on page 4. The name of a character from a tale is on the top of the card.

9. The character’s name is _____.

Ananse, the spider, is a character that appears in many African tales.



Read the cards on page 5.

10. Have you read or heard either of the stories on the cards? _____

Read the cards on pages 6 and 7.

11. What are the characteristics of Maru-me?

12. What is the title of the story about Qallipilluit?

13. To whose house must Vasilisa go?

14. What country does the character Yi come from?

You may meet some of these characters as you read tales from different countries.



You will make your own fairy-tale files about the stories that you read during this module. Today you will make cards for “Cinderella” and “The Enchanted Pitcher.”



Take out two index cards.

If you do not have index cards, you may make your own from manilla tag, poster board, or other heavy paper.

Follow the steps to make your own card for Cinderella.

- Print Cinderella at the top of the card.
- Print Characteristics and list some words that describe Cinderella.
- Print Story Plot and then tell the most important parts of the story in two or three sentences.
- Print Story: “Little Cinder” by Charles Perrault.
- Print Country and tell the name of the country the tale came from.

Cinderella

Characteristics:

Story Plot:

Story: “Little Cinder” by Charles
Perrault

Country:

Follow the same steps to create a card about Rachel in "The Enchanted Pitcher." Look back to the story if you need to.

Rachel

Characteristics:

Story Plot:

Story: "The Enchanted Pitcher" by Howard Schwartz and Barbara Rush

Country:



Keep your completed cards in your Writing Folder. You will send them to your teacher later.



Using index cards is a good way to record and store interesting information about a topic.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

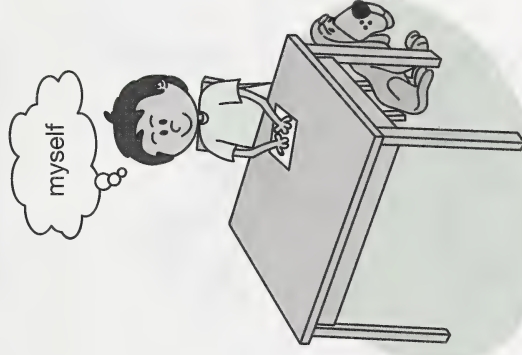
Use the look, cover, spell, and check method to practise the spelling words.
Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



Phonics

You probably learned in earlier grades that some consonants go together to make a **consonant blend**. Read the words below to your home instructor:

grand friend crowd brush prince drill tree

The **r** in each of the words can still be heard, but it blends with the other consonants. Sometimes it is hard to tell the difference between **tr** and **dr** or **br** and **pr** when you are trying to spell a word.

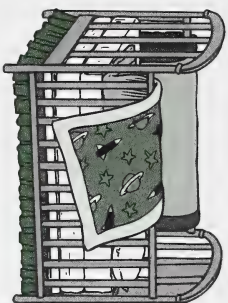
The student will probably recall that **r**, **l**, and **s** combine with other letters to make blends.

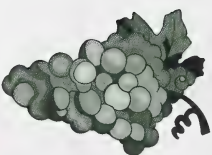
The student will read the words aloud.

consonant blend: two or more consonants together, but each sound is heard
Grass and cry are words with **r** blends.

Monitor your student as this part of the lesson is completed. Can the student recognize and write the consonant blends in these words? Provide extra practice if necessary.

15. Write the name of each picture. Listen carefully to get the right blend.















Go to your Phonics book to practise consonant blends.
Do pages 59 and 60.

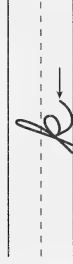
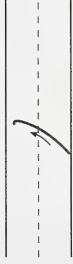
Handwriting

You will learn how to write k today.

To warm up, make double loops on the chalkboard or whiteboard to practise your strokes. Be sure to follow the direction of the arrows.



- The letter k begins just like a b. The underswing goes nearly to the top line.
- Curve around and go down on the correct slant.
- Curve up and make a small closed loop.
- The tail swings down and up halfway to the dotted interline.



Demonstrate how to form the letter *k* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



swing, loop, slant,
over, close, down,
and swing

Keep practising until you can make a very good *k* in handwriting.



Take out your interlined notebook or paper.

Get ready to try some k's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter k goes almost to the top of the space.

k k k

Practise at least two rows of k's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try joining the k to some letters you know to make words.

kick kind

Write the words on the chalkboard or whiteboard. Then try a row of each word on your paper or in your notebook.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

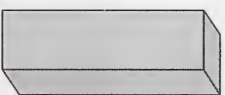
Which Pillar Is the Strongest?

On Day 4 you tested the triangular pillar. Today you will test the rectangular and circular pillars.

To make the test fair, you must use the same type of paper you used in the Day 4 test. You must use the same cardboard and objects for weights too.

Testable Question

Which pillar is strongest—a rectangular pillar, a circular pillar, or a triangular pillar?



rectangular pillar



circular pillar



triangular pillar

Prediction

16. What prediction did you make on Day 4?

17. Do you still think your prediction is right?

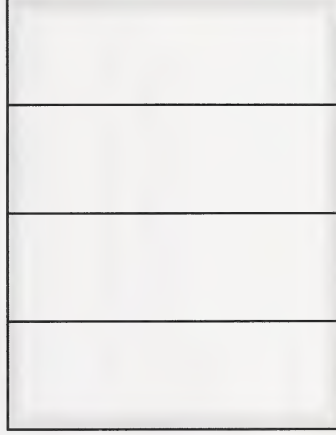
Materials

You need two more sheets of 21.5 cm x 28 cm paper, a 21.5 cm x 28 cm piece of cardboard, some tape, and several pennies or spoons.

Procedure

The following steps will guide you through the test.

- Gather all the materials. Read all the steps before you start the experiment.
- Divide a 21.5 cm x 28 cm sheet of paper into four equal parts. Fold the sheet on the lines.
- Tape the paper to form a rectangular pillar. Use the same amount of tape you used in the Day 4 test.



- Place the same piece of 21.5 cm x 28 cm of cardboard you used on Day 4 on top of the pillar. Be sure that the cardboard is balanced evenly on the pillar.

- Place pennies or spoons on the centre of the cardboard one at a time.

- Record how many objects you can place on the cardboard before the pillar collapses.



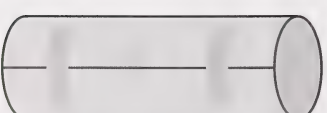
Observation

18. The rectangular pillar will hold _____ before it collapses.

Repeat the steps to test the circular pillar. To make the circular pillar, tape the two short ends of the paper together to make a cylinder.

Observation

19. The circular pillar will hold _____ before it collapses.



Remind the student to write down the number and the name of the objects that were used.

Conclusion

Compare today's observations to the observation you recorded for Day 4's test of a triangular pillar. Tell what happened in your test.

20. Which pillar is strongest?

Using What You Learned

21. What advice would you give Cinderella and Prince Charming? Which shape of pillar is the strongest?

Create a Pitcher



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 8. Look carefully at the beautiful designs on the pottery created by Rachel and her father. Look at the shapes of the pots.

Which pot is your favourite? Why? Tell your home instructor.

Discuss which pot the student likes best and the reason for the choice. You may want to tell the student which pot you prefer and why.

Countries often develop special traditional designs that are used on handmade objects, such as pottery and clothing. These designs become part of a country's unique culture.

Would you like to try making a small pitcher and decorating it?



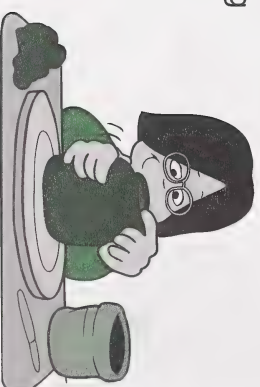
Take out your modelling clay.

Look around your home for some interesting tools to press designs into the clay. Things such as forks, screwdrivers, pastry cutters, paper clips, small knives, toothpicks, and pencil points can be used.

Protect the area you are working on with a piece of plastic or a cutting board. Roll out a piece of clay. Spend some time experimenting with designs.

When you are ready, form a small pitcher by pressing and pinching the clay into a shape you like.

Use the tools carefully to decorate your pitcher. Support your pitcher from the inside if necessary. Do not press too hard.



If you are using clay, prepare it for the student. Various kinds of clay can be purchased at craft shops or local pottery clubs. Some types do not need to be fired.

Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

What a busy day! You made files and had fun creating a pitcher. How did your pillar test go? Do you like building and testing structures?



The student may enjoy hearing more stories from the Middle East. The tales of the Arabian Nights provide a glimpse into the unique mythology of this area. See the list of Additional Resources in the Home Instructor's Guide for specific titles.

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

consonant blend: two or more consonants together, but each sound is heard
Grass and cry are words with r-blends.

culture: way of life; the customs, values, traditions, and beliefs of a nation or people

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
82	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
83	© 2004–2005 www.clipart.com
84	top: Copyright © 2005 Alberta Education and its licensors. All rights reserved. bottom: © 2004 JUPITERIMAGES, and its licensors. All rights reserved.
85	Photodisc/Getty Images
87	© 2004–2005 www.clipart.com
88	© 2002–2003 www.clipart.com
92	all: © 2002–2003 www.clipart.com
95	Daniel Pangbourne/Digital Vision/Getty Images
100	© 2002–2003 www.clipart.com
101	© 2004–2005 www.clipart.com

Day 6

A German Fairy Tale

How would you like to jump down into a well and find yourself in a strange new world? Today you will read a story about a girl who did just that!

Do you like working with maps? You will learn something new about maps in today's lesson.



Ask the student to read the rhyme aloud to you.

Discuss the questions with the student. Does the student understand what a spindle is?

spindle: a rod or pin that turns around or holds something that turns
A spindle is used to spin yarn from cotton or wool.

If your student does not recall the fairy tale, give a few more hints, such as "the prince woke her up with a kiss" or "everyone fell asleep and brambles grew all around the castle."

Getting Started

White Sheep! Old Sheep!
Have you any wool?
My spindle is empty.
My children are cold.



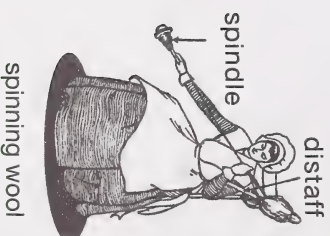
Do you know what a **spindle** is? Does anyone you know spin wool by hand? Have you ever seen a spindle in a museum or antique shop?

A spindle is a rounded wooden rod that is used in hand spinning to twist wool, flax, or other fibre into yarn.

Do you remember a fairy tale where the princess pricked her finger on a spindle and fell asleep for 100 years?

1. What was the name of that fairy tale?

A spindle also plays a part in today's fairy tale.



“Mother Holle”



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find the title “Mother Holle.”

2. “Mother Holle” is a **poem** **article** **tale**.
3. It is **written** **retold** **illustrated** by Charlotte Dorn.

“Mother Holle” is a German fairy tale. It was written by the Brothers Grimm. The Brothers Grimm wrote down many German fairy tales and folk tales nearly 200 years ago. The stories were gathered from storytellers all over Germany.

The Brothers Grimm wrote down many stories you may know:

- “Goldilocks and the Three Bears”
- “Hansel and Gretel”
- “Jack and the Beanstalk”
- “Little Red Riding Hood”
- “Snow White”

I remember most of these stories. My favourite is “Goldilocks and the Three Bears.”



legend: a very old story that may be partly based on fact

The student should read the story silently. If the story is too difficult for the student to read independently, choose an alternative way to read it.

4. Have you ever heard of the character Mother Holle before? _____

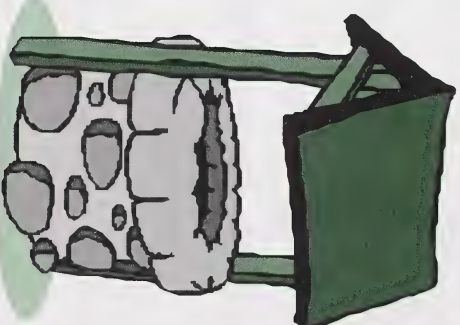
Mother Holle is based on **legends**. In the legends she controls winter, snow, spinning, and wells. The name Holle or Holda means “the kind one.”

Turn to page 42. Look through the illustrations.

Find the pictures of the spindle on pages 44 and 45.

Read page 42. Find out what the setting is and what happens to the spindle.

5. The story takes place long ago in a _____.



6. What happened to the spindle? _____

Continue reading the story. When you are finished reading, answer the following questions. ?

Think about the characteristics of each person in the story. Write two adjectives to describe each character.

7. The first daughter to visit Mother Holle was _____ and _____.

8. The second daughter to visit Mother Holle was _____ and _____.

9. Mother Holle was _____ and _____.

10. What happened to the first daughter when she returned home?

11. What happened to the second daughter when she returned home?

12. Do you think that was fair? Why or why not?

Your student may want to add ideas from this discussion to the chart about fairy tale characteristics that was begun on Day 2 of this module. Does the student have any other characteristics to add?

Fairy tales were told and retold by storytellers long before they were ever written down. Many of the fairy tales were made up to teach something. Like fables, they often have a moral or a message.

13. What do you think the story of Mother Holle was meant to teach?



Phonics

On Day 5 you learned how *r* blends with other consonants. The letter *l* does the same thing.

Read the following words aloud:

flip please blocks slide

These words all begin with an *l* blend.



Go to your Phonics book to practise consonant blends.
Do pages 61 and 62.

Handwriting

You will review the letters k, l, b, h, e, and f today. All of these letters begin with an underswing stroke.

Make double loops on the chalkboard or whiteboard to practise your strokes. Be sure to follow the direction of the arrows.



Write the letters k, l, b, h, e, and f on the chalkboard or whiteboard. Try chanting the strokes as you write. Your home instructor will watch as you write the letters.



Take out your interlined notebook or paper.

Monitor the student as each letter is written. Is the student forming each letter correctly? Can the student chant the strokes as he or she writes the letter?

Tell the student which letters he or she needs more practice with. If the student can write all the letters correctly, he or she may proceed directly to the Assignment Booklet.

Write a row of each letter you need to practise. Write the letters on your paper. Think about the correct shape, slant, size, and rhythm as you write. Remember to try chanting the strokes as you write.

l

swing, loop,
slant, and swing

l

swing, downstroke,
loop, and swing

h

swing, loop,
slant, swing,
and swing

h

swing, loop, slant,
over, down, and
swing

h

swing, loop,
slant, over,
slant, and swing



Go to Assignment Booklet 3A. Do Assignment 6: Handwriting.



Go to Grade Three Mathematics.



Read the instructions to the following game and then play it.

Beanbag Toss

Find a large piece of cardboard, brown paper, or newsprint. Using a marker, divide the cardboard or paper into six sections. Write an l blend in each section.

bl	cl	fl	sl	gl	pl
----	----	----	----	----	----

Stand at least three giant steps away from the paper or cardboard. Toss the beanbag into a section. Think of a word that begins with that sound. Play the game with a friend or your home instructor.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

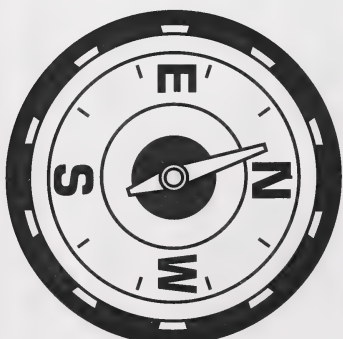
If the weather outside is suitable, use a sidewalk and chalk.

This game can be used to practise any phonics skills. Vary the game by assigning points for each space. Keep score.

If you don't have a beanbag, a small cushion, or other small, flat object can be used.

Maps

You have learned several things about maps already. You know that a map legend tells you about the symbols that are used on the map. You know how to tell directions on a map.



Take out a provincial road map.

Look at the legend of your map.

Help the student locate the legend on the road map if necessary.

14. Draw the symbol that stands for an airport.





15. Draw the symbol that stands for a rest area.



16. Draw the symbol that stands for a campground.

17. What other symbols do you see on the map? Draw two more and tell what they stand for.



population: the people of a city, country, or district or the number of people in a place

The population numbers and symbols may vary from map to map. If these numbers do not match those on your map, choose appropriate alternatives.

Look at the symbols that stand for towns and cities. Different symbols are used to show the **population**, or how many people live in each place.

18. Draw the symbol for a town with under 250 people.

19. Draw the symbol for a town with over 5000 people.

20. Find a town on your map with fewer than 250 people. Write its name on the line.

21. Find a town or city on your map with more than 5000 people. Write its name.



The city where I live has a population of more than 100 000 people.

Do you remember how to tell directions on maps?

Choose a direction to complete the sentences.

north south east west

22. The top of the map is usually _____.
23. The bottom of the map is usually _____.
24. The left side of the map is usually _____.
25. The right side of the map is usually _____.

Look at your map. Find the town that you live in or closest to.

26. Write the name of a town that is north of your town.

27. Write the name of a town that is west of your town.

Find a different town where someone you know lives.

28. Is the town east, west, north, or south of your town?

Be sure the student has the map oriented properly.

The student may find the town that a grandparent, aunt, uncle, or friend lives in.

scale: the size of a map, drawing, or model of something compared with the real thing
For example, 1 cm on a map may represent 20 km of actual distance.

Help the student find the scale on the map. Explain that this scale can be used to find distances.

Show the student how to use the scraps of paper to measure distances from one town to the next by laying them end to end.

If the student lives in a city, choose an outlying town and ask the student to measure the distance.

Map Scales

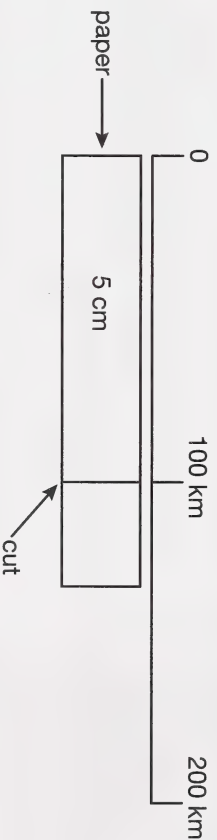
When you are travelling to a different place, road maps can tell you which road or highway to take. Maps can also tell you how far away a place is.

Most maps have a **scale** to show distances.

Ask your home instructor to help you find the scale on your map.

You can use the scale and a scrap of paper to help you measure distances on a map.

The scale on your map might look something like the one below. Take a narrow scrap of paper and lay it under the scale. Mark the paper to show how far 100 km is on the map. Cut the scrap at the 100 km mark. Make several more. Use your scraps of paper to measure distances on the map.



29. How far is it from your town to the nearest city? _____

Germany

Earlier today you read a story that came from Germany. Do you know what continent Germany is on?

Take out your atlas. Find a map of the world that shows the countries.

Find the continent of Europe.

Find Germany. It is near France.

Look at the other countries in Europe.

30. Name one country that is north of Germany.

31. Name one country that is east of Germany.

Find the scale on the world map in your atlas. Use the scale to measure how far it is across Germany at the widest part.

32. Germany is about _____ kilometres wide.

33. Which country is wider—Germany or France?



Germany

Check before the student colours to be sure the correct space has been located.



Take your map of the world out of your Art Folder or off the wall.

Now you will use the following steps to locate, colour, and label Germany on your world map.

- Use the atlas to help you find the space for Germany on your map.
- Colour the space with your pencil crayons or crayons.
- Neatly print the word Germany on the map.
- If there isn't enough space to print the name of the country within the coloured space, write it neatly to the side of the country and draw a line to the country.

You will find out more about Germany on Day 7.

Post your map on the wall or keep it in your Art Folder.



Go to Assignment Booklet 3A.
Do Assignment 7: Map Skills.

Story Time

Find a comfortable spot. Listen as your home instructor reads.



Looking Back

Have you read any stories by the Brothers Grimm?
Did you know that many popular fairy tales come from Germany?

What else did you learn today?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

legend: a very old story that may be partly based on fact

population: the people of a city, country, or district or the number of people in a place

scale: the size of a map, drawing, or model of something compared with the real thing

For example, 1 cm on a map may represent 20 km of actual distance.

spindle: a rod or pin that turns around or holds something that turns

A spindle is used to spin yarn from cotton or wool.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
103	Rob Van Peltter/Digital Vision/Getty Images
104	bottom: © 2002–2003 www.clipart.com
106	© 2002–2003 www.clipart.com
108	© 2002–2003 www.clipart.com
109	© 2004–2005 www.clipart.com
112	© 2002–2003 www.clipart.com
117	© 2004–2005 www.clipart.com
118	© 2002–2003 www.clipart.com
119	Photodisc/Getty Images

Day 7

Find Out More

On Day 6 you read a German fairy tale and learned that many popular tales come from Germany. Do you know anything else about Germany? You will do some research today to find out more about this country.

Another test with pillars is scheduled for today too. Let's get started!



Help the student focus on two or three important events in the story and to come up with two or three sentences that give a condensed version of the plot.

Getting Started

What do you remember about the fairy tale "Mother Holle"? Who were the characters? What were the important events? Tell your home instructor the most important parts of the plot in two or three sentences.

"Mother Holle"

Do you remember when you made fairy-tale file cards for the stories "Cinderella" and "The Enchanted Pitcher"? Today you will make a file card for "Mother Holle."



Take out an index card.

Your card must tell

- the name of a character
- some characteristics of the character
- a bit about a story the character appears in
- the title and author of the story
- the country that the story comes from



Follow the steps to make your own card for Mother Holle:

- Print Mother Holle at the top of the card.
- Print Characteristics and think of some words to describe Mother Holle. Look back at your work on Day 6. The student may refer back to those questions if necessary.
- Print Story Plot and tell the most important parts of the story in two or three sentences.
- Print Story and write the title of the story and the author's name. Check back to the book if you need to.
- Print Country and tell the name of the country that the tale came from.

Mother Holle

Characteristics:

Story Plot:

Story:

Country:



Keep your completed card in your Writing Folder. You will send it to your teacher later.

Remind the student that he or she just did this orally in the "Getting Started" part of the lesson.

Germany

You learned several things about ancient Iraq after you read the tale “The Enchanted Pitcher.” What do you know about the country of Germany? Your home instructor is going to help you make a chart to record some information about Germany.

1. What did you learn about Germany in the past from the story “Mother Holle”?

2. What kind of chores did the daughters have to do?

3. The children thought that Mother Holle made it snow when she

What else do you know about Germany in the past or now? Tell your home instructor what you know. Your home instructor will write it on a K-W-L chart.

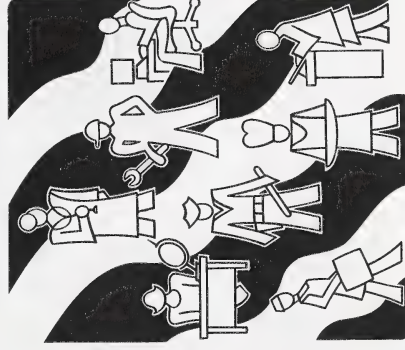
Explain what a K-W-L chart is. See the Home Instructor’s Guide for more information. As your student tells you anything he or she knows about Germany, write it down on the chart under the heading *What I Know*.

When you learned about communities in grade two, you talked about

- the businesses, services, and jobs in communities
- the types of recreation and cultural activities people do for fun
- special foods, languages, and traditions people have
- the kinds of natural resources that exist in the communities

Today you can try to find out some of these things about communities in Germany. Read the following list of topics:

- **Geography:** What is the land in Germany like? Is it mostly mountains, deserts, forests, farms, or swamps? What is the climate like?
- **Industry:** What kinds of businesses and industries are there in Germany? What do they sell to other countries?
- **Services:** What are their schools like? What other services do communities provide?
- **Language:** What language or languages do people in Germany speak?
- **Jobs:** What kinds of jobs do people in Germany do?
- **Foods:** What kinds of food are produced in Germany? What are traditional dishes that German people enjoy?



geography: the surface features of a particular place

industry: the business of manufacturing or making things

service: helpful or useful action for others; work done for anyone

traditions: beliefs, customs, stories, or arts from past years or generations that are still held, known, or practised

Write the student's questions in the second column of the K-W-L chart.

See the Home Instructor's Guide for suggestions. If you do not have access to a computer, the research may be done in a local school or library with access to the Internet.

- Homes: What are their homes like now? What were homes like in the past?
- Recreation: What do the people in Germany like to do for fun? What did they do in the past?

- **Traditions:** What holidays and traditions do the people of Germany have? What are the traditional arts, crafts, and clothing of Germany?

Choose three topics from the list. Write at least one question about each of those topics on the K-W-L chart.



You will use the computer to help you find the answers to the questions.

Now you are ready to try to find the answers. You may use the Internet or a computer encyclopedia program. You may find pictures, articles, or charts to help you answer your questions. Your home instructor will help you.

Write the name of the Internet sites or encyclopedia programs that you used.



When you find the answers to your questions, write notes on your chart. Remember, notes are just a few words to remind you what you read. See the sample K-W-L chart below.

What I Know	What I Want to Know	What I Learned
<ul style="list-style-type: none"> • small towns • spun wool to make sweaters 	<ul style="list-style-type: none"> • What kinds of industries does Germany have now? • What do German people sell to other countries? • What are some German traditions? 	<ul style="list-style-type: none"> • industries such as . . . • They sell . . . • Traditional clothing is . . .

Use your K-W-L chart to help you do an activity in your Assignment Booklet.



Go to Assignment Booklet 3A. Do Assignment 8: Finding Out About Germany.

See the Home Instructor's Guide for the list of words. Say each word and ask the student to write it on the lines.

Phonics

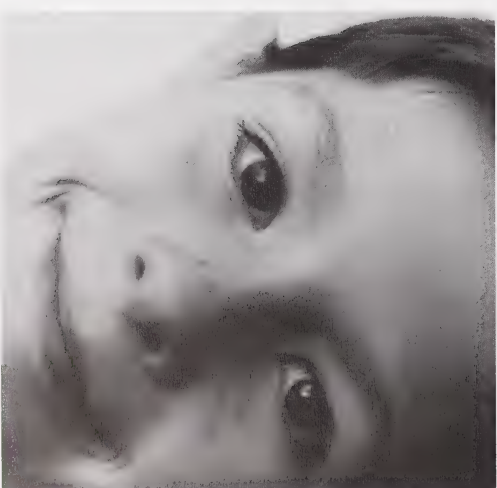
You have learned about r blends and l blends. The letter s also blends with other consonants.

Listen to the words that your home instructor will say. Pay close attention to the beginning sounds. Try to write the words.

4. _____



Go to your Phonics book to practise consonant blends. Do pages 63 and 64.



Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on your Day 2 spelling activity.

You know that compound words are long words that are made of two or more smaller words. Your spelling words are compound words.



Take out two different-coloured pencil crayons or markers.

5. Write all of your spelling words below. Write each of the small words in different colours. For example, if the word is sunshine write sunshine.



sunshine

Handwriting

You will learn how to join w to a and o today.

You learned that when you write an a or an o, you begin with an overstroke.



You need to change that overstroke when the letters a and o come after a w. Notice the way the letters are joined.



Try joining the letters on the chalkboard or whiteboard. Write wa at least five times; then write wo at least five times.



Take out your interlined notebook or paper.

Write a row of each of the words below on your paper or in your notebook.

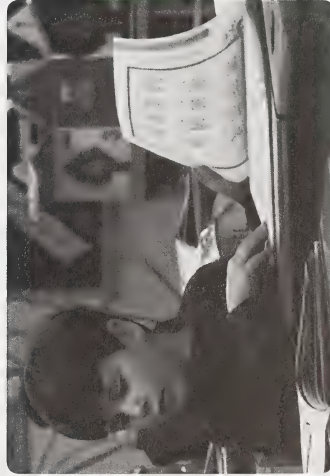
walk work want



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

More Pillar Tests

On Days 4 and 5 you tested pillars of different shapes. You probably discovered that a circular cylinder-shaped pillar is the strongest. You gave Cinderella and Prince Charming the advice they needed.

Now Cinderella and Prince Charming have rushed off to the lumber store. They are phoning you for more advice. They want to know how many pillars they should buy. They want to know whether they should buy one pillar or several pillars to support the roof.

You will need to do a test so that you can tell them what to do.

Testable Question

Which is stronger—one large pillar or several smaller pillars?

Prediction

6. Which do you think will support more mass—one large circular pillar or several smaller pillars?
-

mass: the amount of matter something contains
On Earth, the weight of a thing due to gravity is the same as its mass.

Materials



To make the test fair, you must use the same type of paper you used in the tests on Day 4 and Day 5. You can use the same cardboard and objects too. You will change only the number of pillars.

You need one sheet of 21.5 cm x 28 cm paper, a 21.5 cm x 28 cm piece of cardboard, some tape, and several pennies or spoons.

Procedure

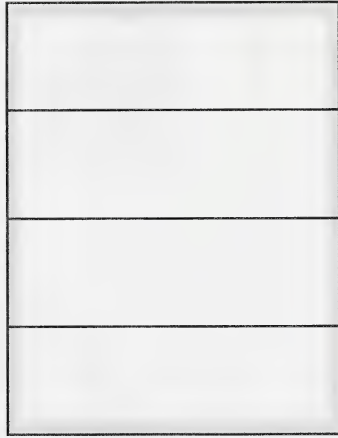
You tested a large circular pillar on Day 5. Look back to the results you recorded.

7. One large circular pillar will support _____.

Since the cardboard is a rectangular shape, you will use four pillars, one at each corner.

Gather all the materials. Read all the steps.

- Take a sheet of paper. Fold the sheet into four equal parts. Cut each piece on the lines.



Remind the student to write down the number and the name of the objects that were used.

- Roll each piece into a cylinder. Tape the cylinder with the same amount of tape that you used the other days.
- Place the same piece of cardboard you used before on top of the four pillars. Move the pillars so that each one is near a corner of the cardboard.
- Place pennies or spoons one at a time on the cardboard.
- Record how many objects you can place on the cardboard before the pillars collapse.

Observation

8. Four pillars will hold _____ before collapsing.

You will write your conclusion in the Assignment Booklet.



Go to Assignment Booklet 3A.
Do Assignment 9: Pillar Test.

Story Time

Find a comfortable spot. Listen as your home instructor reads. Enjoy your story.



Looking Back

What is the most interesting thing you learned about Germany? Do you think you would like to live there?

How did your pillar test turn out? Did you make the correct prediction?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

geography: the surface features of a particular place

industry: the business of manufacturing or making things

mass: the amount of matter something contains

On Earth, the weight of a thing due to gravity is the same as its mass.

service: helpful or useful action for others; work done for anyone

traditions: beliefs, customs, stories, or arts from past years or generations that are still held, known, or practised

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
121	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
122	Photodisc/Getty Images
125	© 2002–2003 www.clipart.com
126	Photodisc/Getty Images
128	Photodisc/Getty Images
129	© 2002–2003 www.clipart.com
131	both: Photodisc/Getty Images
133	top: © 2002–2003 www.clipart.com
134	© 2002–2003 www.clipart.com
135	Rubberball Productions/Getty Images

Have you noticed that many fairy tales contain princesses, princes, queens, and kings? Long ago, royal people were very rich and powerful.

Today's fairy tale is about a very sensitive princess. She has an unusual problem.

In today's activities you will also work with maps and create a painting about an imaginary character.



Getting Started

Here's a riddle for you to solve:

I am a green vegetable.
I am round and small.
I live in a pod with my brothers and sisters.
A queen hid me under 20 mattresses.
Now someone is sleeping on me. Ouch!

Can you solve the riddle?

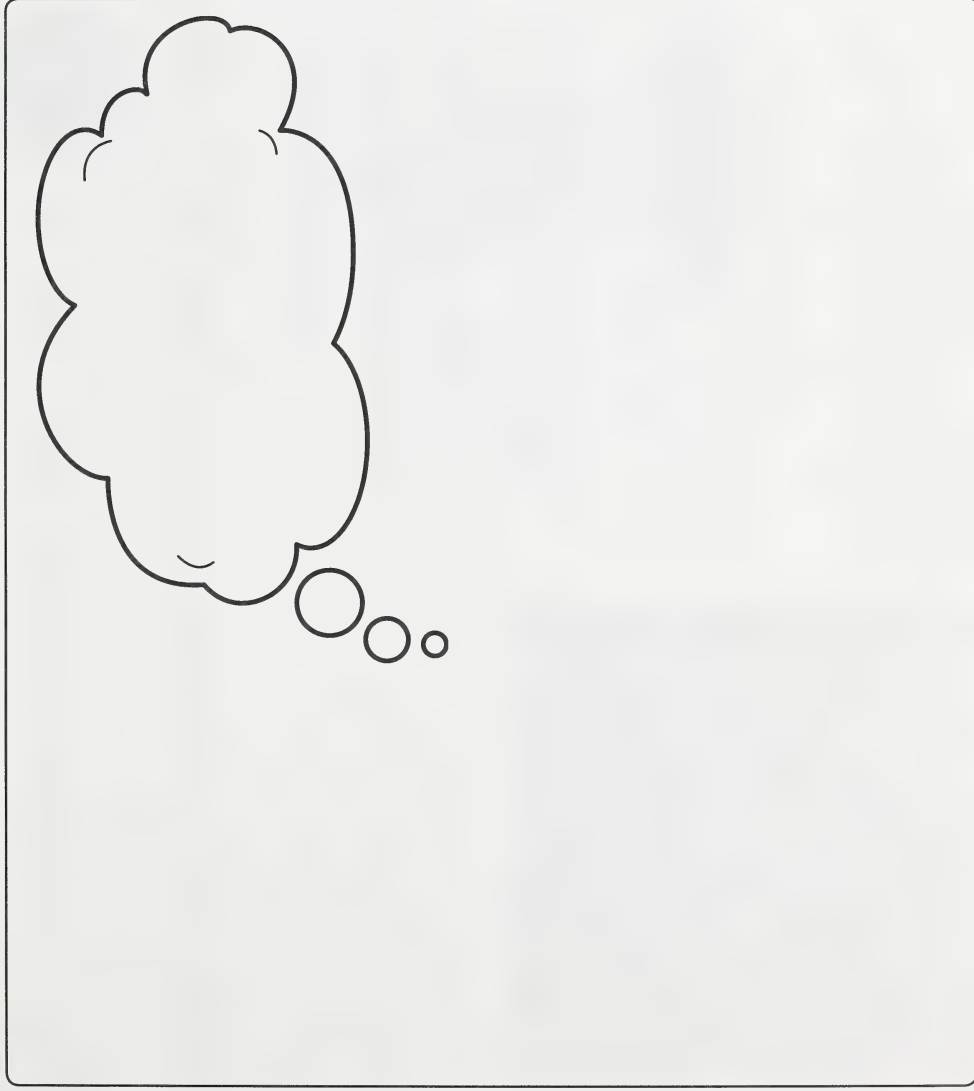
1. I am a _____.

Today's story is called "The Princess and the Pea." The queen puts a pea under 20 mattresses to find out if a girl is a real princess.

Use your imagination. Pretend the pea is a character in the story. How do you think the pea would feel about being put under all those mattresses?



2. Draw a **cartoon** of the pea. Make an expression on its face. Write a sentence in the **speech bubble** to tell what it is thinking.



cartoon: a sketch or drawing showing a person, thing, or event in a light-hearted way

speech bubble: an enclosed space that includes the exact words or thoughts of a character in a cartoon or comic strip

The Princess and the Pea



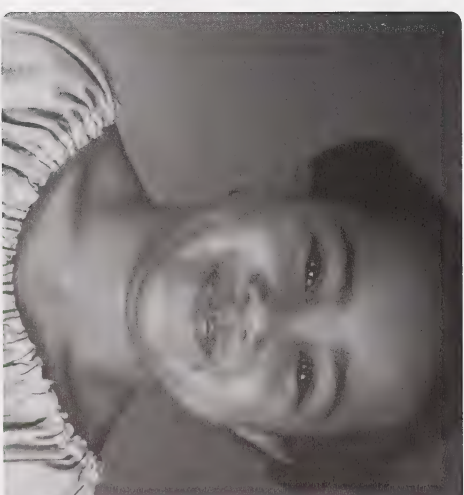
Take out *Tales — Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find the title “The Princess and the Pea.” Turn to the story.

3. The author of the tale is _____.
4. The illustrator is _____.
5. The story begins on page _____.

Read the story silently. When you are finished, answer the following questions.

6. Did you think the story was funny?
Why or why not?



If the student has difficulty reading the story silently, choose an alternative way of reading it.

7. What problem did the prince have? _____

8. How did the queen solve the problem? _____

9. What problem did the princess have? _____

Hans Christian Andersen is the author of this story. He lived more than 200 years ago in a country called Denmark. History books say he was a skinny man with a big nose and that he thought he was funny looking. Many of his stories teach that people shouldn't be judged by their appearance.

Some of the stories he wrote include

- "The Little Mermaid"
- "The Emperor's New Suit"
- "The Ugly Duckling"
- "The Snow Queen"

The illustrator of "The Princess and the Pea," Tomie dePaola, has written, retold, and illustrated many stories. His illustrations are often like cartoons. Many of the stories he illustrates, writes, or retells are funny in some way. The cartoon-like illustrations help you enjoy the humour in the stories.



If your student is interested in hearing more stories by Hans Christian Andersen, try this website:
<http://www.andersenfairytale.com>

Fairy-Tale Files

Make a file card for "The Princess and the Pea."

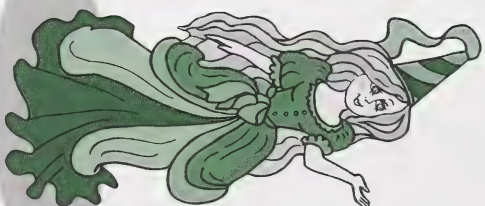


Take out an index card.

Your card must tell

- the name of a character
- some characteristics of the character
- a bit about a story the character appears in
- the title and author of the story
- the country that the story comes from

Follow the steps to make your own card for the Princess.



The Princess

Characteristics:

Story Plot:

Story:

Country:

- Print The Princess at the top of the card.
- Print Characteristics and think of some adjectives to describe the princess.
- Print Story Plot and tell the most important parts of the story in two or three sentences. Tell the main idea of the story and a few of the important details.

- Print Story and write the title of the story and the author's name. Check back to the book if you need to.
- Print Country and tell the name of the country that the tale came from.



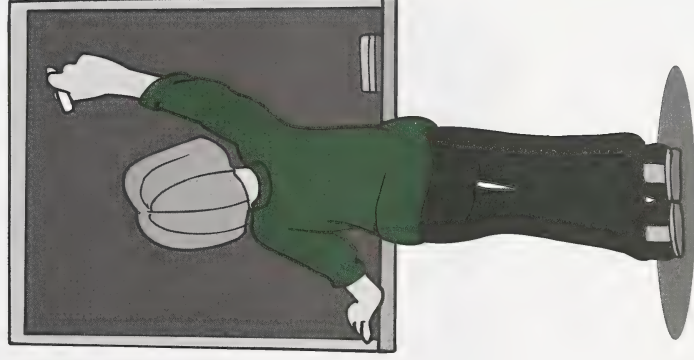
Keep your completed card in your Writing Folder. You will send it to your teacher later.

Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your spelling test.

Look back to the list on Day 2. Choose one of the following activities to practise your spelling words and challenge words.

- Write your words in alphabetical order.
- Write a sentence using each of your spelling words and challenge words.
- Write your words in handwriting on the chalkboard or whiteboard.



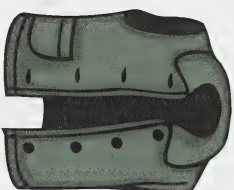
Phonics

Sometimes consonant blends appear at the end of a word. Look at the words below. Each word ends in two consonants that make a consonant blend.

10. Write the consonant blend you see at the end of the words.



skunk



vest



desk

Be sure the student understands the directions on the second part of page 66.



Go to your Phonics book to practise consonant blends. Follow the directions carefully. Do pages 65 and 66.

Handwriting

Today you will learn how to join w to e and i.

You learned that when you write e or i, you begin with an understroke.

You need to change that understroke when the letters e or i come after w. Notice the way the letters are joined.

Try joining the letters on the chalkboard or whiteboard. Write wi at least five times; then write we at least five times.



Take out your interlined notebook or paper.

Write a row of each of the following words on your paper or in your notebook.

will wish went



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

More Map Skills

You have learned a lot about maps this year. Explain what each of the following features tell you.

11. map legend _____

12. map compass _____

13. map scale _____



Earlier today you read a story that came from Denmark. Can you find Denmark on your world map?

Take out your atlas.

Find a map of the world that shows the countries.

Find the continent of Europe.

Find Denmark. It is north of Germany.

Turn to a map of Europe to get a better look at Denmark.

14. Name one country that is north of Denmark.

15. Name one country that is west of Denmark.



You may need to assist the student to find Denmark. After it has been found on the world map, help the student use the index to find a map of Europe. Help the student locate Denmark on that map.

Be sure the student has located the correct space before he or she colours and labels the country.

Find the scale on your map. Use the scale to measure how far it is across Denmark at the widest part.

16. Denmark is **more than** **less than** 1000 km wide.

17. Which country is wider—Germany or Denmark? _____



Take your map of the world out of your Art Folder or off the wall.

You will now locate, colour, and label Denmark on your world map.

- Use the atlas to help you find the space for Denmark on your map.
- Colour the space with your pencil crayons or crayons.
- Neatly print the word Denmark on the map.
- If there isn't enough space to print the name of the country within the coloured space, write it neatly to the side of the country and draw a line to the country.



Compared to Canada, Denmark is a small country.

Denmark

Take a look at Denmark on the map.

18. Is Denmark a large country or a small country?

large small

Look at the ocean and Denmark. What do you notice? Tell your home instructor.

The ocean is all around Denmark. As you can probably guess, fishing is an important industry in Denmark. Denmark's position on the water also makes it an important ship-building and trading country. Products from Europe are brought to Denmark in trains and trucks and put into big ships. The big ships carry European products all over the world.



The student will tell you what he or she notices about the country of Denmark.

Your student will tell you why Denmark would have stories about mermaids.

Did you notice that one of the Hans Christian Andersen fairy tales was called “The Little Mermaid”? You may have seen a film version of this story. Why do you think a country like Denmark would have tales about the sea and mermaids? Tell your home instructor what you think.

“The Little Mermaid”

What do you imagine a mermaid would look like? You can make a watercolour and collage picture of a mermaid or a ship today.

Before you start your picture, think about how artists show distance in paintings and illustrations. You learned about the foreground and background of a picture in Module 1B.

Look at the illustration to the right. The girl and the wall are nearby. They are in the foreground or front of the picture. They look bigger than the buildings that are in the background.



Review that *foreground* is the part of a picture that appears nearest to the person looking at it. The *background* is the part of the picture that appears farthest away.



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to page 10. Notice how the donkey is in the foreground and looks much larger than the trees that are in the background. You can see more detail and texture in the rock that is closest. Can you see other rocks in the **middle ground**?

Look at Rachel in the wagon in the picture. She is also in the foreground.

19. The trees are in the

middle ground foreground background

Look through some books and magazines in your home that have illustrations or paintings. Can you see how artists made things that are far away look smaller?

To make your picture, you will need blue and green watercolour paint, a jar or glass of water, paint brushes, a large piece of drawing paper, and pencil crayons or felt markers.



Gather the things that you need from your Course Container.

middle ground: the area in a picture between the foreground and the background

Look through a variety of picture books, art books, or magazines for examples of how artists have used size and detail to show distance.

Read through all the steps with your student before beginning the project.

horizon: the line where the earth or sea and the sky meet

Follow the steps to create your picture. First you will make a painting of the ocean.

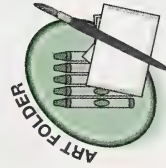
- Begin by drawing a line across your paper to separate the ocean from the sky. This line is called the **horizon**.
- Dip a wide paintbrush into the water and paint the whole surface of the paper that will be ocean with clear water.
- Swirl your wet brush into the blue watercolour to pick up as much colour as you can. Paint a line of large waves in the foreground at the bottom of the wetpaper. Bring your waves right to the edges and bottom of the paper.
- Wash your brush. Swirl it into the green watercolour to pick up as much colour as you can. Paint another row of waves right behind the first waves you made. The colours will run together because your paper is wet.
- Continue making rows of waves. Alternate blue and green paint. Make the waves smaller and smaller as you move toward the top of the paper.
- Create a sky in a different colour near the horizon.
- While your painting is drying, think about where your ship or mermaid will be in your picture. Is the mermaid sitting on a rock? Is she swimming? Is she sitting on a beach with a palm tree? Will she be close or far away? Where is the ship in your picture? Is the ship in the foreground or the middleground? Use your imagination.



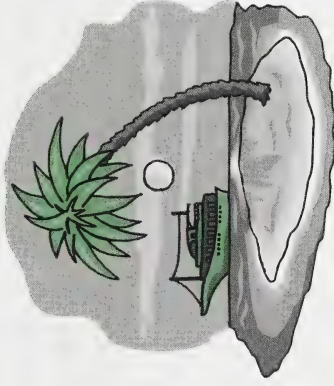
- On unlined, white paper, draw your ship or mermaid and any other objects you want to put into your picture. If the ship or mermaid is nearby, make it large. If the ship or mermaid is far away, make it small. Colour everything you drew and cut the objects out.

- When the paint is dry, arrange your objects on the “ocean” in a way that you think looks good. If your objects are close, glue them in the foreground. If your objects are farther away, glue them in the middleground.

- Add some clouds to the sky in the background.
- Write your name and the date on the back of the painting.



Display your painting or put it in your Art Folder. You will send it to your teacher on Day 9.



Story Time

Find a comfortable spot. Listen as your home instructor reads. Enjoy your story.

Looking Back

You have learned a lot about fairy tales and the countries that they come from. What is your favourite fairy tale so far? How did your painting turn out? Is it getting easier to locate countries on your world map?



Journal Entry

The student may respond to the question or write about any topic that relates to the day's lessons.

Glossary

cartoon: a sketch or drawing showing a person, thing, or event in a light-hearted way

horizon: the line where the earth or sea and the sky meet

middle ground: the area in a picture between the foreground and the background

speech bubble: an enclosed space that includes the exact words or thoughts of a character in a cartoon or comic strip

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
137	© 2004–2005 www.clipart.com
138	© 2003–2004 www.clipart.com
140	Photodisc/Getty Images
141	© 2004–2005 www.clipart.com
142	© 2004–2005 www.clipart.com
143	© 2002–2003 www.clipart.com
144	all: © 2002–2003 www.clipart.com
146	Rubberball Productions/Getty Images
147	© 2004–2005 www.clipart.com
149	Copyright © 2003 Alberta Education and its licensors. All rights reserved.
150	© 2002–2003 www.clipart.com
152	© 2003–2004 www.clipart.com
153	© 2002–2003 www.clipart.com

Day 9

The North Wind

In today's fairy tale the main character is a boy who meets the north wind. You'll enjoy his adventures, do a wind experiment, and write your spelling test today.



Getting Started

Have you read or heard any stories where the wind is a character? Sometimes natural **features**, like the sun, moon, wind, and snow, become characters in tales.

Who do you think would win in a contest between the sun and wind? Listen as your home instructor tells you an Aesop fable about that contest.

1. What do you think a good moral for the fable would be?
-
-

feature: a special part or quality; something that stands out and attracts attention

Read or retell the fable of "The Wind and the Sun." See the Home Instructor's Guide for one version of the fable or retell your own version.

The Lad and the North Wind

Are you ready to read a story about the wind?



Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find the title “The Lad Who Went to the North Wind.”

2. The story begins on page _____.

Turn to that page.

Read the story all the way through silently.

Readers’ Theatre

You will read the story one more time. This time you will read it like a play. This is called **readers’ theatre**.

readers’ theatre: reading as for a play, with different readers or voices for various characters and parts of the story



Your home instructor will act as the narrator and read all the story parts. You will read all of the parts where the characters are talking. Think about the kind of voice the lad, the North Wind, and the mother would have. Try to change your voice for each part.



You will read only the parts that are inside the **quotation marks**. Your home instructor will read all the rest. Are you ready? Go ahead and begin.

If necessary, review what quotation marks are.

quotation marks: the punctuation marks (" ") that are used before and after the exact words of a speaker

Ask the student to read the Fables and Fairy Tales chart that you began together on Day 2. Add any new characteristics the student has discovered.

Thinking About the Story

Look back to the chart titled Fables and Fairy Tales that you started on Day 2. Add any new characteristics about fairy tales you have discovered.

Think about characteristics of fairy tales that you have learned so far. A fairy tale

- has good and evil characters
- starts “once upon a time” or “a long time ago”
- ends “happily ever after”
- sometimes has royal characters
- may include supernatural beings and events
- often teaches a lesson
- often has events that happen in threes

3. Put a ✓ beside all of the characteristics above that appear in the story “The Lad Who Went to the North Wind.”



Go to Assignment Booklet 3A. Do Assignment 10: “The Lad Who Went to the North Wind.”



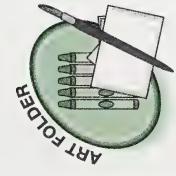
Scandinavia

This story is based on a tale from Scandinavia. Scandinavia includes the countries Denmark, Norway, Sweden, Finland, and Iceland.

Take out your atlas.

Turn to a map of the world that shows these countries. First, find the continent of Europe.

Find Norway, Sweden, Finland, and Iceland on your map. They are north of Denmark.



Take your map of the world out of your Art Folder or off the wall.

You will now locate, colour, and label the countries in Scandinavia.

- Use the atlas to help you find the spaces for Norway, Sweden, Finland, and Iceland on your map.
- Colour the spaces with your pencil crayons or crayons. Use a different colour for each country.
- Neatly print the words Norway, Sweden, Finland, and Iceland in the correct spaces.
- If there isn't enough space to print the name of the country within the coloured space, write it neatly to the side of the country and draw a line to the country.



Be sure the student has located the correct spaces before he or she colours and labels the countries.

Fairy-Tale Files

Make a file card for "The Lad Who Went to the North Wind."



Take out an index card.

Follow the steps to make your own card for the lad.

- Print Lad at the top of the card.
- Print Characteristics. Think of some adjectives to describe the boy.
- Print Story Plot. Tell the most important parts of the story in two or three sentences. Tell the main idea of the story and a few of the important details.

Lad
Characteristics:
Story Plot:
Story:
Country:

- Print Story. Write the title of the story and the author's name. Check back to your book if you need to.
- Print Country: Denmark, Sweden, Norway, Finland, and Iceland.



Keep your completed card in your Writing Folder. You will send it to your teacher later today.

See the Home Instructor's Guide for the words and instructions.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 3A. Do Assignment 11: Spelling Test.

Remember, you are expected to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

Phonics

You know that y can make three different sounds.

Read the words below. Tell your home instructor what sound y is making in each word.



yam



baby



fly

When y is at the beginning of a word, it is a consonant. It will have the sound you hear in yam.

When y is at the end of a word, it is a vowel. It will have either the sound you hear in baby or the sound you hear in fly.

4. Write two words that have the same y sound as yam.

5. Write two words that have the same y sound as baby.

6. Write two words that have the same y sound as fly.



Go to your Phonics book to work with the sounds of y. Do pages 67 and 68. Read the rules at the top of each page.

Handwriting

Today you will learn how to join w to r and h.

The letters r and h sometimes follow the w in words. It's tricky to join these letters to w.

wr wh

Notice the way the letters are joined.

Try joining the letters on the chalkboard or whiteboard. Write *wr* at least five times; then write *wh* at least five times.



Take out your interlined notebook or paper.

Write a row of each of the following words on your paper or in your notebook.

what write which



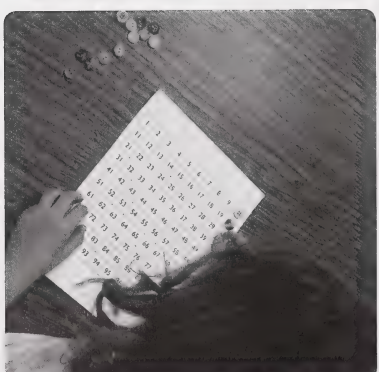
Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Wind and Structures

You know that engineers and builders must think about the weather when they design structures. Many buildings are designed so that snow and rain will slide off the roof. Did you know that builders must think about wind too?

Do you remember Gustave Eiffel and the famous tower he built in France? One of his biggest problems was the wind pushing on the tower.

Today you are going to test your tower for wind resistance.

Take out the tower that you made on Day 3. If it needs any repairs to make it stand, do the repairs now.

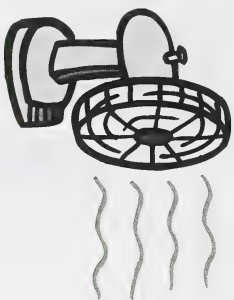
Prediction

7. Do you think your tower will be stable in the wind? _____



Eiffel Tower

If it is impossible for you to access a portable fan, the student may fold a large fan from paper and wave it quickly to create a wind or use a hair dryer.



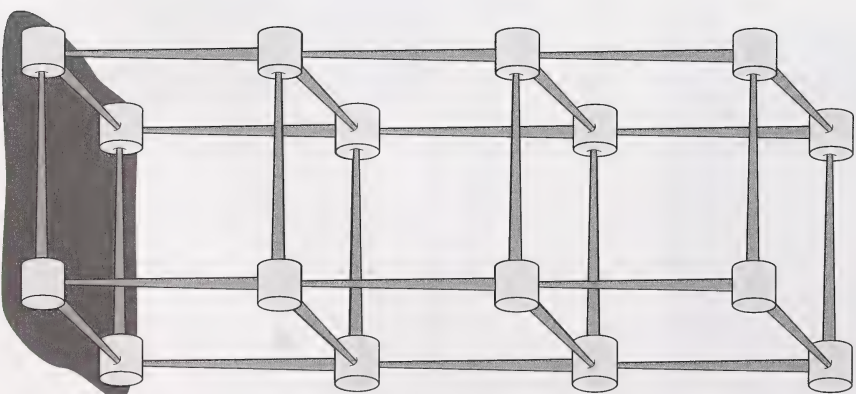
Materials

You will need a portable electric fan, a centimetre ruler, toothpicks, and modelling clay.

Procedure

Use the following steps to test the wind resistance of your tower:

- Set the fan 50 cm from your tower.
- Turn on your fan. If it has more than one speed, start at the lowest speed. If the tower is still standing, increase the speed.
- If your tower falls over or breaks, try a different design. Remember, your tower must be at least 30 cm high.
- Keep testing until you have a tower that will withstand the highest setting on your fan.



Observation

8. Did you have to make any changes to your tower?

9. If so, what did you change?

10. Do you think solid walls on the tower would make it more stable in the wind?
Why or why not?



Go to Assignment Booklet 3A. Complete your Student Learning Log.

Story Time

Find a comfortable spot. Listen as your home instructor reads to you.

Complete the Home Instructor's Comments at the end of Assignment Booklet 3A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 3A to the teacher.

The student may respond to the questions or write about any topic that relates to the module's lessons.

Looking Back

You have finished Module 3A. What work are you most proud of? What have you learned about building things?



Journal Entry

Glossary

feature: a special part or quality; something that stands out and attracts attention

quotation marks: the punctuation marks (“ ”) that are used before and after the exact words of a speaker

readers’ theatre: reading as for a play, with different readers or voices for various characters and parts of the story

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page	
156	Eyewire/Getty Images
157	© 2002–2003 www.clipart.com
158	Geoff Manasse/Photodisc/Getty Images
160	© 2004–2005 www.clipart.com
161	Eyewire/Getty Images
163	all: © 2002–2003 www.clipart.com
166	bottom: Photodisc/Getty Images
167	© 2004–2005 www.clipart.com
168	top: © 2002–2003 www.clipart.com
170	Photodisc/Getty Images

Module Summary

Take a bow! You have worked hard and finished the first half of Module 3.

In this part of the module you learned

- about compound words
- about syllables
- how to find continents and countries in an atlas
- how to test and compare structures
- ways of showing distance in pictures
- how to summarize a story
- some facts about other countries



Grade Three **Thematic**

Module 3A:
Appendix



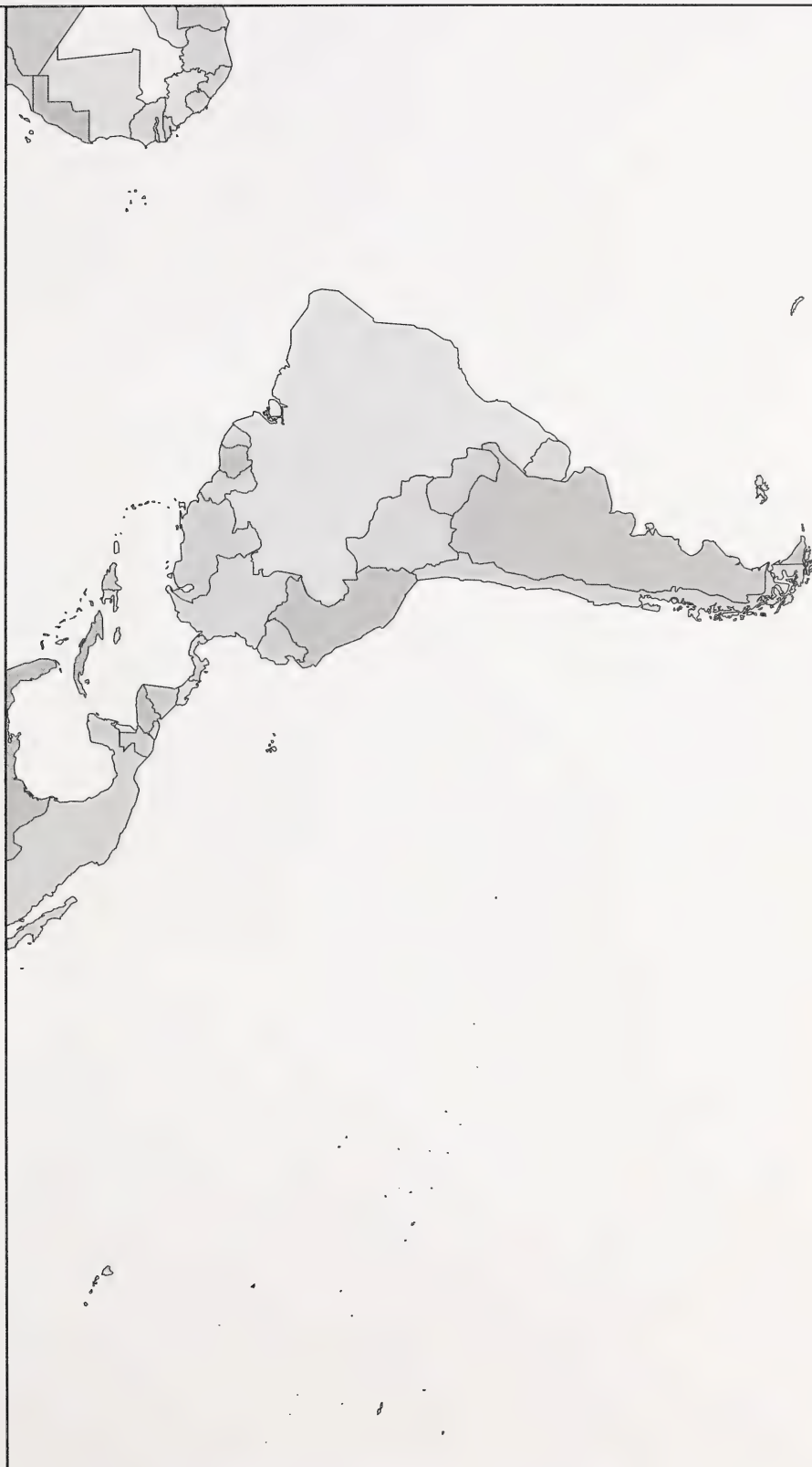
Instructions for World Map

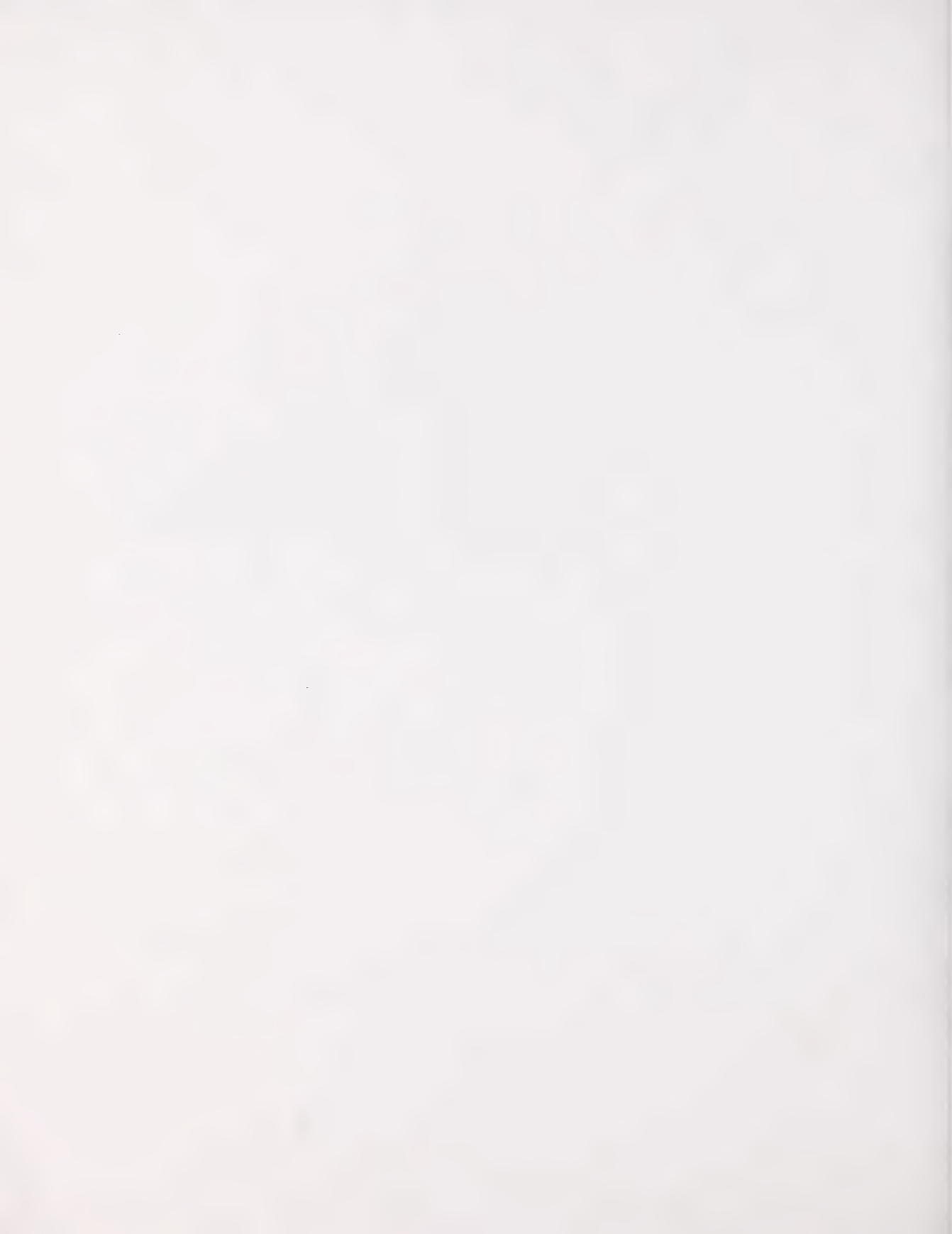
- Cut around the outside edges of the world map, but leave the edges marked **GLUE**.
- Arrange the pieces so that they form a map of the world. Ask your home instructor to help you put the map together the correct way if you are not sure how the sections go.
- Apply glue to the sections marked **GLUE**.
- Carefully attach the sections to form a large world map.
- Glue the map to a poster board.

GLUE




GLUE







GLUE

<p>  </p>
--

